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ABSTRACT

This guide provides general guidelines for local school districts in Texas to follow in designing English language arts programs to meet the needs of their students and the expectations of their communities. Instead of providing specific instructional items, strategies, and materials, the guide reflects Texas State Board of Education rules and legal mandates and presents suggestions for implementing these rules. The first section provides an overview of the content of the English language arts curriculum. Subject and course descriptions are provided together with scope and sequence illustrations of the English language arts essential elements at all levels. In addition, the section details the required and suggested time allocations for the English language arts essential elements as well as the high school graduation requirements. The second section provides sample English language arts lesson plans for Grades 2, 4, 5, 7, 9, and 10. The third section provides general information about students and teachers, focusing on grading and staff development. The final section expands on language arts instruction for special populations, such as handicapped, gifted, and migrant students. (ARH)

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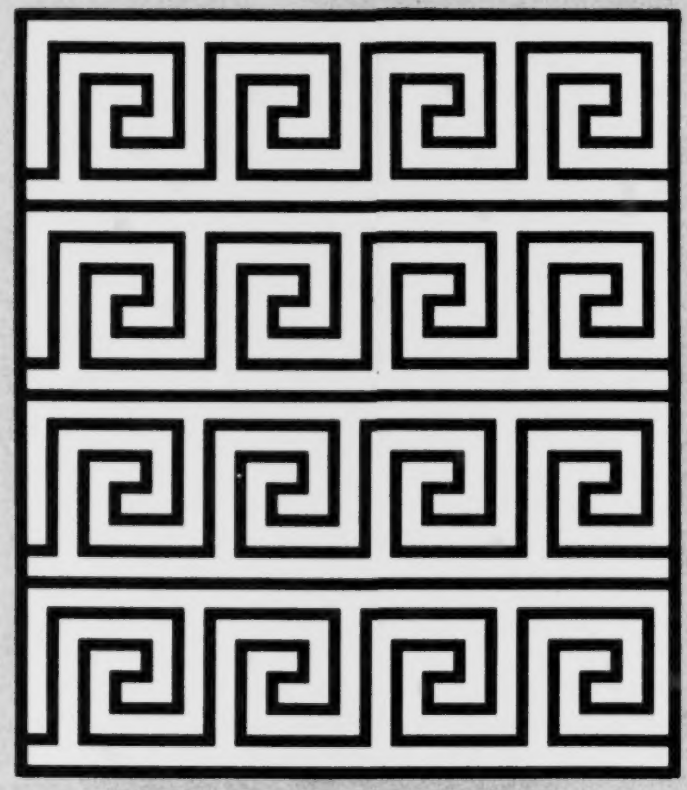

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Foreword

All students must become competent language users. Toward this end, administrators and educators across the state develop English language arts curricula that reflect local differences. While diversity necessarily characterizes the state's English language arts programs, certain identified essential elements of instruction are required to be taught to all students, according to Title 19, Chapter 75 of the Texas Administrative Code.

This publication provides general guidelines upon which school districts can design specific programs to meet the needs of their students and the expectations of their communities. The publication is not a curriculum guide in the sense of providing specific instruction items, strategies, and materials. Rather, it reflects State Board of Education rules and legal mandates and presents suggestions for implementing these rules. It is a source from which administrators and teachers can develop their own locally appropriate curriculum guides.

English Language Arts Framework, Kindergarten-Grade 12 should be a valuable aid to school district personnel, a compendium of information and ideas on which to build.

W. N. Kirby
Commissioner of Education

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Introduction

This framework evolved through a process that began several years ago and involved many individuals. In the mid-1970s, a broad range of English language arts and reading teachers from over the state met to determine a general philosophy for the discipline for Texas public schools. Much of that philosophy appeared in the 1980 *English Language Arts Curriculum Framework, K-12*. Representatives from regional education service centers, colleges and universities, and professional groups also participated in the development of that publication.

In 1982, in response to House Bill 246 of the 67th Texas Legislature, four committees of English language arts and reading educators met to formulate the content for a required common curriculum. The content was articulated in the State Board of Education rules (Title 19, Chapter 75 of the Texas Administrative Code) which implement Section 21.101 of the Texas Education Code. This content, more commonly known as the "essential elements" or "Chapter 75," provides local districts with a set of integrated skills that build in sophistication as the learner moves through the curriculum. In this way, the essential elements reflect the basic content of the discipline as well as identify the developmental needs of the language learner.

A curriculum for any discipline is a complex, multifaceted plan for instruction that must address both the content of the discipline and the development of various kinds of learners who will have to deal with that content. The essential elements provide a framework for determining what students should know at each grade level and in each course. Many school districts have developed or are in the process of developing curriculum documents that move far beyond this minimum. These locally developed documents take into consideration the special needs of each district and provide teachers with a master plan for each content area. The master plan may include:

- instructional objectives based upon the English language arts essential elements as well as other objectives the district deems important
- lists of suggested instructional materials
- instructional activities
- evaluation strategies

Purpose

The purpose of this framework is to provide all Texas school districts with a guide for English language arts instruction in kindergarten through Grade 12. The publication includes curriculum content and example lessons that attempt to integrate thinking, listening, speaking, reading, and writing activities into meaningful communication-centered experiences for all students. The goal of the suggested activities and strategies is to help students develop skills that will enable them to adapt their use of language to a wide range of purposes and activities. Included also is a description of the spiraling effect of the essential elements that shows how, at the various grade levels, the elements focus on a concept or skill in an increasingly challenging way. The publication is not a prescriptive document; rather it should serve as a reference for district administrators and teachers as they attempt to coordinate the instruction of the many academic skills that are a part of the English language arts.

Philosophy

The philosophy of this publication, based on the work of many individuals, centers around the belief that students, to be successful in and out of the classroom, must be competent users of language. Therefore, teachers must be able to assess abilities and foster students' language competencies.

Because language acquisition is a process, quality instruction should make maximum use of what the student already knows. English language arts education, therefore, must help all students, regardless of their stage of language development, to communicate more effectively and appropriately in ways that benefit the students and others.

The example lessons and suggested curriculum provide an attempt to integrate the language arts into meaningful experiences for all students.

Organization

After introductory remarks about purpose and rationale, the publication is organized into four sections. A portion of the first major section, adapted from the 1980 *English Language Arts Curriculum Framework, K-12*, provides an overview of the content of the English language arts curriculum. The curriculum in general is discussed, and then the subject and course descriptions are provided together with scope and sequence illustrations of the English language arts essential elements at all levels. In addition, the section details the required and suggested time allocations for the English language arts essential elements as well as the high school graduation requirements. The second major section, "Teaching English Language Arts," provides sample English language arts lesson plans for Grades 2, 4, 5, 7, 9, and 10. The third section provides general information about students and teachers. Although language arts instruction for special populations is addressed throughout the document, this information is expanded upon in the final section.

The English Language Arts Curriculum

Overview of the Language Arts Curriculum

The English language arts curriculum deals with language in all of its manifestations: literature, composition, grammar, speaking, listening, reading, visual communication. The continuing research of educators, psychologists, linguists, anthropologists, and literary scholars yields information that increases our understanding of the nature of language and of the ways language is acquired and used. These findings indicate two basic areas of concern in the development of an English language arts curriculum for today's students: the content of the discipline and the development of the language learner. This publication, built on the English language arts essential elements, integrates information addressing both the content and the learner into a meaningful whole.

The content of the English language arts discipline as it appears throughout this publication and the essential elements may be considered from four different aspects of language: purposes and forms, arts, organization, convention.

- Purposes and Forms of Language—The first major aspect focuses on the purposes for which language is used and the forms in which it appears. This approach to language, based on James L. Kinneavy's theory of the aims and modes of discourse, is one of several ways that oral and written language may be classified.

  Kinneavy, a noted rhetorician, provides a definitive classification that approaches reality by distinguishing the purpose of a piece of discourse (informative, persuasive, literary, expressive) from its structure or form (description, narration, classification, evaluation).

  Kinneavy's theory of discourse is not the only classification of oral and written language. Indeed, there are many theories of discourse; many have merit, and all have some common terminology. However, at the state level, Texas educators have chosen Kinneavy's theory and terminology as a basis for the English language arts curriculum.

- Arts of Language—The second major aspect of English language arts content includes the traditional language arts model: listening, speaking, reading, writing. In the past, educators have placed emphasis especially on reading and writing, and these skills remain primary concerns of the English language arts curriculum. However, in recent years educators have increasingly recognized the importance of oral language in the development of reading and writing skills as well as the importance of speaking and listening skills *per se*.

- Organization of Language—A third aspect of the content of the discipline is the study of grammar and semantics, the organization of language into meaningful sequences. By the time children begin school, they have already learned how to organize words into meaningful sequences. Therefore, educators should focus instruction in grammar and semantics on providing students the opportunity to use and expand language structure through purposeful communication and to manipulate language to fit their purposes.

- Conventions of Language—This aspect of language involves the conventions of usage, mechanics, spelling, and handwriting by which communications are made understandable. Instructors can quickly show students that these elements of language contribute to the effectiveness of the messages they are trying to convey; and as students are given repeated opportunities to engage in purposeful communication, their range of skills in using the conventions steadily increases.

The special aim of the English language arts curriculum is the development of learners as competent users of language. Three key developmental factors in this process are:

- students' increased socialization wherein they become aware of and experience a need to interact with a larger and larger social realm

- students' increased ability to abstract which allows them to deal with reality less in concrete terms and more in generalizations

- students' increased skills by which general language abilities become more and more differentiated to include many different ways of achieving the varied goals of language use, each appropriate to a different communication setting

Educators must always keep in mind the intricate relationship between students' intellectual and emotional development and their language ability.

The Content of the Discipline

Communication-Based Approach

Underlying the approach to language study is the view that the purpose of language use is communication, the process of conveying meaning from a sender to a receiver. Any communication event has at least four variables. These variables—sender, receiver, situation, and signal—change from one communication event to another and thereby affect the nature of the communication event. The communication triangle shown below graphically illustrates the interrelationships of these variables.

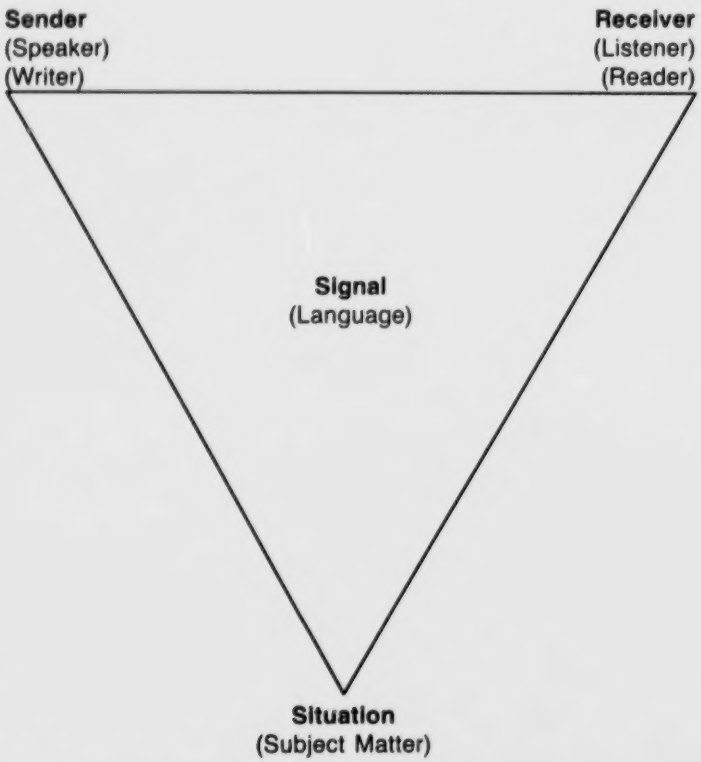


FIGURE 1

The relationship between sender and receiver partially determines the nature of the communication. The relationship includes not only the interpersonal aspects of the immediate situation but also the culture, language, social class, and individual background experiences of both sender and receiver. Also, the nature of the signal, or the kind of language the speaker chooses in a given instance, significantly in-

fluences the communication. Finally, the situation about which the sender and the receiver communicate is a determining factor. For example, a 70-year-old man (sender) talking about his childhood (situation) will approach the topic differently (signal) when the receiver of his message is someone his own age rather than a younger adult or small child (receiver). The relationship among the variables of communication is seen also in the language arts classroom. The author of a basal reading textbook (sender) chooses to write a story about the beach (situation). The author selects language (signal) that she feels will best communicate this story to her fourth grade audience (receiver).

Purposes of Language*

The purpose or aim of any discourse is the central feature of that communication whether the communication is occurring within one person, between two people, or within large groups. The four major purposes of language use identified in this framework are informative, persuasive, literary, and expressive, and each centers around one variable of the communication process.

Informative use of language primarily explores questions, provides information, and produces verifiable evidence for given questions. It is subject matter centered. (Discourse theorists use different terms to refer to the informative purpose: referential, transactional, expository. Each may have a special nuance, but all refer to the purpose of providing information.)

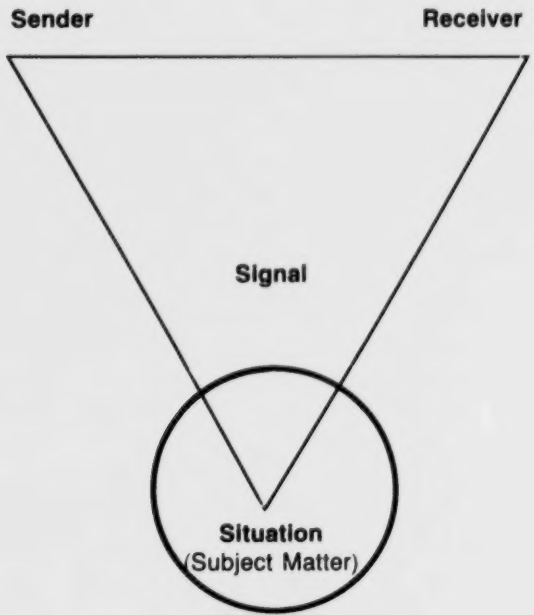


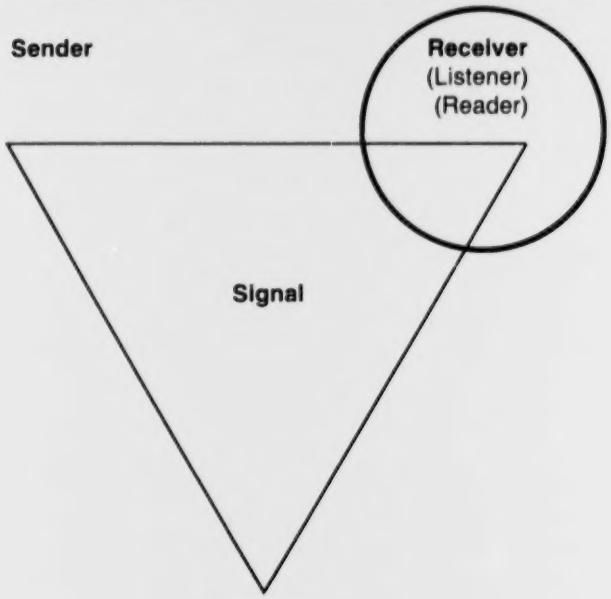
FIGURE 2

Examples:

Proposing a solution to problems
Diagnosis
Proving a point by arguing from accepted premises
Proving a point by generalizing from particulars
News article
Report
Summary
Textbook

*The terms, definitions, and examples used on pages 6-10 are those developed by James L. Kinneavy in *A Theory of Discourse* (Englewood Cliffs: Prentice-Hall, Inc., 1971).

Persuasive use of language generally attempts to change the thinking of individuals or groups. The sender of the message usually has determined that a change in the thinking and/or attitude of the receiver is necessary or desirable. Persuasive discourse, therefore, is receiver centered.

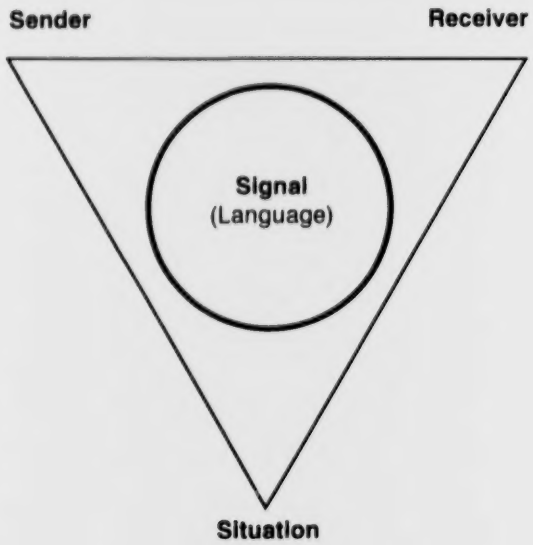


Examples:

Advertising
Political speech
Legal oratory
Editorial

FIGURE 3

Literary use of language, intended to provide aesthetic pleasure to both sender and receiver, is signal centered; i.e., it focuses on the piece of discourse as a work of art whose medium is language.

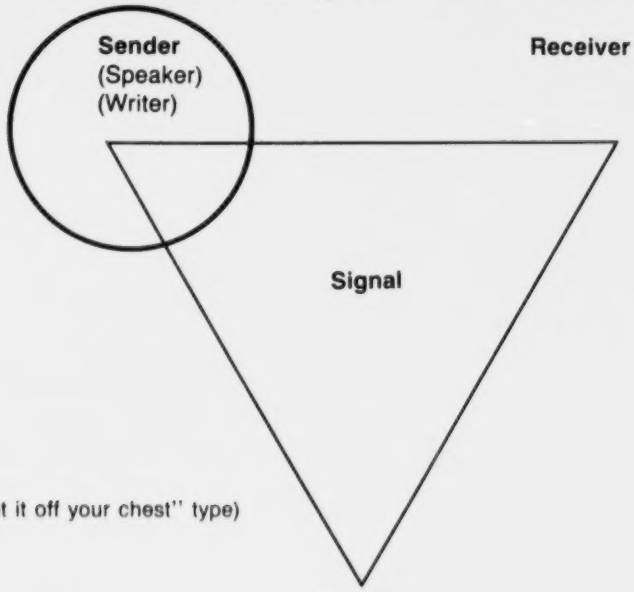


Examples:

Short story
Lyric
Narrative
Limerick
Ballad, folk song
Drama
TV show
Movie
Joke

FIGURE 4

Expressive use of language is sender centered and is an attempt by the sender of a message to clarify what he or she thinks and feels as well as to provide an outlet for these thoughts and feelings.



Examples:
Individual
Journal
Diary
Conversation ("get it off your chest" type)

Group
Manifesto
Declaration of Independence
Contract
Constitution of club

FIGURE 5

While each of the purposes of communication is identifiable as an entity, in practice it is unrealistic to separate one from another. Single purposes almost never appear in isolation. Literature, for example, relies upon persuasion to achieve its aims when the characters in a novel or play attempt to persuade each other or when the author attempts to persuade the reader. A poem which is primarily cathartic in nature necessarily involves expression. The purpose of an informative discourse might ultimately be to persuade and change thinking by offering verifiable evidence. Thus, while one purpose is primary, other purposes usually operate simultaneously in subordinate roles. Only for convenience in discussion or in planning instructional strategies is it sometimes useful to separate the purposes of discourse from each other.

Forms of Language

The forms of discourse—description, narration, classification, and evaluation—are the means through which the purpose of the discourse is achieved. These four forms are the four basic modes by which communications are organized. Any of the four forms can be used as a means to achieve any of the purposes previously identified. For example, narration can be informative (a step-by-step set of directions) or expressive (a short story). A description can be persuasive (an advertisement) or informative (a character sketch).

Description recreates an image or situation as the sender perceives it existing at a given time. Because description focuses on the static nature of its subject, it is similar to either a photograph or a painting.

Examples:
Description of objects, people, places
Description of the plot structure of a novel
Description of a candidate's campaign style

Narration, in contrast to description, focuses on the dynamic nature of its subject and generally employs the logic of chronology to relate activity or change in the subject.

Examples:
A history of an event
A news story
Biography
Sociological case history
Short story
Novel
Epic

Classification, which like description is static in nature, gives order to images and situations through comparison of their characteristics.

Examples:
Definition
Comparison
Contrast

Evaluation measures an object, process, or idea against a standard or norm to arrive at a judgment about it.

Examples:
Evaluation of set of events
Evaluation of a political system
Evaluation of a dramatic performance

Development of the Language Learner

Students have made significant progress toward developing language proficiency by the time they begin school. They have mastered the sound system and most of the basic sentence structures of the language, have usually acquired a relatively large vocabulary including the most frequently used words of the language, and have already learned to adjust language use according to various communication situations. However, each student who comes to school has acquired language differently because of innate ability and because of individual experiences with the elements of the communication triangle: sender, receiver, situation, signal. Despite the great amount of linguistic proficiency acquired by students before their formal schooling, much more language learning remains. An important question for all teachers, but especially those in language arts, is how to develop students' language proficiency as fully as possible during the school years.

The developmental sequence of language instruction should be based on a logical accumulation of knowledge and abilities. For example, at beginning stages, reading and writing skills must be firmly based on oral language ability. The alphabet must be learned before students can master dictionary skills. Students must understand left to right and top to bottom directionality before reading can occur. In large part, however, language use is more a process than a subject matter; it is a manifestation and extension of thinking ability. As a result, educators vary the sequence of skills for language instruction depending on the linguistic needs of the learner.

Language development must parallel general trends of cognitive and affective growth. Of particular concern in the context of language learning are three elements of such growth: the student's movement from self to an ever-increasing circle of others, progress toward higher degrees of abstraction, development of an increasingly differentiated linguistic repertoire.

From Self to Others to the World

The growth of the individual from the self-centeredness of a child to the broadened perspective of an adult is a major developmental characteristic of human cognitive, affective, and linguistic growth. This progression contains significant implications for the language arts curriculum.

At the most basic level, students develop an increasing awareness of others in the family, the immediate community, and, finally, the worldwide community. They become increasingly able to view reality from the perspectives of others. Students should be provided with many and varied opportunities to communicate not only with individuals and small groups but with increasingly larger audiences, especially in writing, and to adjust language accordingly.

From Less Abstract to More Abstract

Another developmental characteristic in human growth is for the student to move from less abstract to more abstract stages of thinking and uses of language. At the lowest level of ability in discourse, he or she focuses on what is happening in the here and now to a specific object, occurrence, or thought. As abstractive ability develops, the language user is able to deal with temporally distant events, particularly with past events. A further level of abstraction allows the language user to go beyond one specific object, event, or thought and to generalize on the basis of several experiences about what happens in a given situation. A final stage of abstraction allows the speaker to look ahead and infer what may happen in situations similar to a known one.

Students reflect their ability to abstract both in their cognitive development and in associated language and thinking development. Language development is marked by increasing freedom from immediate context so that speakers are able to use language, both in speaking and writing, to deal with reality in increasing degrees of abstraction.

From Less Differentiated to More Differentiated Forms

A final general characteristic of cognitive and linguistic development is the student's age-related movement from less differentiated to more differentiated forms of thought and language. As learners grow older, they differentiate more precisely among thoughts. A parallel development occurs in learners' language ability as they acquire greater differentiation in the use of language. Individuals learn different ways of conveying the same message, some of which are more effective or more complete than others and some of which are more appropriate for various social situations. These developing socio-linguistic skills indicate the students' greater understanding of the elements of the communication triangle—sender, receiver, situation, signal—and of appropriate changes in language to accommodate shifting relationships.

In summary, the English language arts curriculum must attend not only to the content of the discipline but also to the cognitive and affective growth of students. The following chapter describes the content of the required English language arts subject areas and courses and shows how the essential elements of the curriculum build on one another to develop students' language proficiency.

Subject Area and Course Descriptions

Elementary, Grades 1-6

The English language arts program at the elementary level provides students with a foundation to use and interpret oral and written communication. The program integrates reading, writing, spelling, grammar, handwriting, listening, and speaking skills from kindergarten through Grade 6. In Grades 1 through 3, language arts is required to be taught daily with no fewer than 600 minutes of instruction spent per week. In Grades 4 through 6, no fewer than 450 minutes per week is required for language arts instruction.

Although the essential elements are listed individually in Chapter 75 of the State Board of Education rules, they are not to be viewed as skills that must be introduced, retaught, tested in isolation, and never referred to again. Each skill is part of an integrated whole that continually builds and increases with sophistication as the student proceeds through the elementary and secondary grades.

Effective elementary programs provide students with many meaningful reading, writing, and language development activities. A carefully planned schedule provides time for individuals to develop oral language skills, to hear literature, and to read and write for a variety of purposes. Students learn to use reading strategies (word recognition, fluency, and comprehension) in a purposeful context.

A well-organized English language arts program ensures that students have an opportunity to write for a variety of purposes and in a variety of modes. The mechanics of language and writing, including spelling and handwriting, should be introduced and retaught using activities that enable students to use them in meaningful situations. These mechanics should be attended to in the final stage of the writing process, thereby allowing teachers to reflect in the assessment of compositions the importance of content over that of mechanics.

Oral language and listening are essential communication skills that teachers should develop and encourage from kindergarten through Grade 12. Curriculum planners should provide students opportunities to learn how to listen effectively and courteously as well as how to become proficient in speaking to others.

Junior High/Middle School

English Language Arts, Grades 7 and 8

Of the minimum 12 units required for students completing Grades 7 and 8, two units must be in English language arts, one in Grade 7 and one in Grade 8. Students of limited English proficiency (LEP students) can receive this instruction through English as a Second Language (ESL) classes. A unit requires a minimum of 45 minutes of academically engaged time per day per course during a 175-day school year. The English language arts program at the middle school level continues to reinforce those skills that students have developed throughout the elementary grades. While the balanced language arts program described for the elementary school is appropriate to the middle school as well, some particular concerns emerge in the middle school. Recent research studies indicate that reading scores begin to decline after Grade 6, a fact that underscores the importance of continuing systematic reading instruction as part of language arts instruction in Grades 7 and 8. Consequently, the State Board of Education has mandated reading as one of the five essential elements in the Grade 7 and 8 language arts curriculum. Therefore, students in these grades must be taught in their English language arts classes the reading subelements appropriate to their grades unless all students are required to take a separate reading course.

In addition to reading, another area of concern emerging for middle schools is that seventh grade and eighth grade students are still in the formative stages of linguistic development. Emphasis, then, should continue to be given to the development of both oral and written language skills. Teachers must provide time for students to engage regularly, even daily, in the composing process rather than isolate the teaching of grammar. An approach that emphasizes inquiry, employs concrete objectives with structured small groups, and relies on teacher and peer feedback is often highly effective.

Reading Improvement, Grades 7 and 8

Reading Improvement at the seventh and eighth grade level is a year-long course designed to assist students who are weak in reading. The course is mandatory for those students who score either below the 40th percentile or who are one year or more below grade equivalence on a standardized achievement test; LEP students, however, may substitute ESL for Reading Improvement. Students' needs, assessed throughout the course, determine the difficulty level of the materials and the instruction provided. Instruction should integrate decoding and comprehension so that students can understand written material in a meaningful context. Opportunities to apply reading strategies to a variety of practical situations should enable students to use and practice their reading and study skills daily.

Reading, Grades 7 and 8

The course entitled Reading is designed for students who have the reading ability required to deal with their present instructional materials but who wish to extend and refine their skills. The course provides students with a variety of reading tasks. For example, students learn the format of content-area textbooks (the purpose of italics, subheadings, boldface type, etc.) rather than a strictly skills-oriented form of instruction. Activities for instruction should include the use of resource materials, charts, graphs, and book parts and should provide the student with the opportunity to read a variety of materials. Reading at Grades 7 and 8 is intended to sharpen the students' abilities to read critically and prepares these students for the reading skills needed for English I-IV and other content area courses.

Many school districts have established reading labs where students work independently and have little direct interaction with the teacher or other students. Although such settings are appropriate for guided and independent practice, time should be provided for direct instruction from the teacher as well as for reading meaningful text.

Speech, Grades 7 and/or 8

Speech for Grades 7 and 8 reflects a traditional survey of basic speech skills. The course may be taken for a maximum of one unit of state credit. If the school decides to have a two-year speech program in Grades 7 and 8, the second unit may be taken for local elective credit.* A strong emphasis of the course is the development of a positive self-image and self-esteem and the consequent choice of appropriate verbal and nonverbal behaviors for effective interpersonal and group interaction. Instructors introduce the traditional areas and related elements of public speaking and oral interpretation as a basis for student performance.

Speech on this level is designed to develop appropriate speaking and listening skills for effective social development and participation in democratic processes. Students refine speaking and listening skills through opportunities to make speeches, to perform literary works, and to observe the performance of others. Through the application of performance criteria, students build a basis for the appreciation and evaluation of public performance.

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*_State Board of Education Rules for Curriculum_, Section 75.142(b)(10), states, "A student may take a locally developed elective, not to exceed one semester, during Grade 7 or 8 or both."

High School Courses, Grades 9-12

English I-IV

The English sequence is intended for students of average and above-average ability. Instruction should occur within the context of speaking, listening, writing, and reading and includes development in the skills delineated in the essential elements. Curriculum planners may choose to integrate these four areas simultaneously throughout the two semesters of the year-long course, or they may make divisions within the year's course in which the focus is in one area with activities in other areas to support the major focus. For example, a six-week segment may be designated as "Composition," during which the major emphasis of instruction is on the teaching of writing. During this segment, literature and language activities are ancillary to that focus. Whatever the arrangement, teachers and administrators should ensure a balance among components so that students receive instruction in all areas and not in one or two at the expense of the others. School districts may offer the English IV (Academic)course in addition to English IV as part of the English sequence.

Correlated Language Arts I-IV

The Correlated Language Arts (CLA) sequence is designed for students who are generally limited in language arts abilities and who cannot demonstrate skills that promise success in the English sequence. Placement into CLA will be made according to district policy (see High School Graduation Requirements, page 00). CLA may also serve as a transitional course for LEP students who have progressed beyond the scope of the ESL offerings but who are still not proficient enough to achieve success in English I-IV. CLA stresses an integrated approach to the development of the skill areas delineated in the essential elements and places emphasis on reinforcing knowledge through transfer of learning. Thus, as school district educators write CLA curriculum guides, they should plan activities and select materials organized around the interests and reading levels of the students and formatted to develop reading skills.

English as a Second Language

This course is designed for the student of limited English proficiency (LEP), that is, a student whose primary language is not English and/or who comes from a home where the primary language is other than English. Such a student is to be identified by the district's language proficiency assessment committee; then the instructional staff, after assessing the language ability level and the academic level of the student, assigns him or her to one of three instructional levels* (beginning, intermediate, or near proficient) of English as a Second Language (ESL). LEP students are provided ESL from a minimum of one period a day to total immersion and should continue to receive ESL instruction until their English is proficient enough to enable them to master the regular curriculum without difficulty. Although two of the four English language arts credits required for graduation may be earned in ESL, students may also receive one state elective credit for an additional ESL course.

ESL methodology calls for linguistic and cultural instructional materials to be presented in a context of meaningful situations and experiences. Content areas may also be presented with ESL methodology. This approach enables students to gain mastery of integrated English listening, speaking, reading, and writing skills while they learn concepts from mathematics, science, and other areas. To ensure that LEP students acquire mastery of the essential elements and proficiency in English, coordination is mandated between the ESL and content area teachers.

Reading Improvement

Reading Improvement, which is designed to assist high school students who are limited in reading, may be taken for one-half to one elective credit. A student may take more than one unit of the course for local credit only. Students' needs and progress are to be evaluated throughout the course to determine each one's instructional program. The emphasis of the course is to develop competency in exit-level reading skills by enabling students to apply these skills in a variety of practical situations (i.e., use of

*These levels are commonly referred to as Level I, Level II, and Level III. The term "Level IV student," also frequently heard, does not refer to an instructional level but to an older student who has no previous schooling. Such students are generally assigned to instructional Level I.

parts of a book, catalogs, telephone books, encyclopedias, tables, charts, and standard reference books). Instruction will focus on increasing student use of appropriate reading strategies by providing opportunities to read for a variety of purposes. The materials used should be at an appropriate reading and interest level.

Advanced Reading

This one-semester course is designed for students who are reading on or above grade level, who have the skills necessary to comprehend their textbooks, and who wish to increase and refine their reading and study skills. Students enrolled in the course are given the opportunity to expand their vocabulary, enhance their ability to read critically, sharpen their comprehension skills (e.g., inferring writer's point of view, classifying devices of persuasion, and testing hypotheses), and apply their reading skills in a variety of practical situations.

Research/Technical Writing

The purpose of this one-semester course is to prepare students to write research papers and technical reports. The course covers the fundamentals of research, including locating sources of information, notetaking, and organizing material. Students learn to use both primary and secondary sources of information such as the library, interviews, and direct observation. They also learn, as they gather information, to read, interpret, and use it in support of a thesis. Finally, students practice putting the results of their research into appropriate formats, including outlines, footnotes, bibliographies, and quotations.

Creative/Imaginative Writing

In this one-semester course, students read and analyze examples of each genre of literature. They observe the fundamental principles of creative writing such as suspense, proportion, structure, contrast, and repetition for emphasis. They then attempt to develop a personal style in one or more genres, generating material from sense experience, direct observation, and imagination. Students use appropriate figurative language and literary devices as well as words and concrete imagery that appeal to the senses. They also experiment with writing from various points of view such as first person, third-person omniscient, etc.

Practical Writing Skills

A one-semester course, Practical Writing Skills focuses on practical tasks such as writing business letters, inquiries, and requests; developing applications, resumes, and order forms; and taking notes. Students deepen their knowledge of the writing process as they practice a simple, grammatically correct style intended for a specific purpose. Those who have underdeveloped language arts skills are provided spelling and/or vocabulary development.

World Literature

This one-semester course introduces students to the broad range of the world's significant literary movements and authors, both western and nonwestern. Students become acquainted with the distinctive features of particular literary traditions and explore themes common to these traditions. Instructors also give students the opportunity to analyze and evaluate, orally and in writing, selected works of representative authors.

Literary Genres

Literary Genres is a one-semester course that exposes students to poetry, short stories, dramatic literature, and whatever other genres district educators wish to include. Students develop general literary skills as well as those specific to each of the genres that the course covers; and students read, analyze, and evaluate specific selections illustrating the history and development of each genre.

Humanities

This one-semester course familiarizes students with the nature of artistic creativity, the interrelationship of various forms of artistic expression, and the influence of historical and cultural movements on this expression. Although the course emphasizes imaginative literature and its relationship to the other fine arts, it should also give the student an opportunity for self-expression in an other-than-literary art form.

Analysis of Visual Media

This one-semester course is designed to give students information about and tools for analysis of two common realities of contemporary life: movies and television. The course covers the history of films and television, the purposes and the techniques used in film and television, their relationship to the other arts, and criteria for analyzing and evaluating these media. Students examine the way image and sound are used to create an effect similar to that which language in oral and written composition creates.

Introduction to Speech Communication

This course, which may be taken for one-half or one credit, affords a general base of communication competencies and skills. The essential elements blend sequential skill development beginning with understanding the communication process in general and continuing through interpersonal communication within small-group interactions to public speaking. A frequently used format for the course is the study of interpersonal and small group elements during the first semester, with public speaking, critical listening, and rhetorical analysis in the second semester. The course develops competencies and skills in students that will make them effective and responsible senders and receivers of messages on interpersonal, small-group, and public levels of communication.

Public Speaking

Public Speaking, a one-half to three-credit course, presents a traditional classical approach to persuasion. Essential elements focus on the classical concepts of research, selection of ideas and supporting materials, speech form and organization, style, and delivery. The development of critical listening skills and skills for rhetorical analysis stresses the role and responsibility of the listener/critic as a consumer of messages. The study of speakers and speech models within the course structure develops an appreciation of public address as a literary and social form.

Debate

Debate, a one-half to three-credit course, stresses the development of competencies and skills in research, analysis of public issues, formulation of various logical positions on issues, the construction of logical arguments to support positions, and the refutation and defense of an argument. In this course, students examine a variety of debate formats and styles used in public forum, focusing on the ethical considerations and constraints of the presentation of argument. Through the development of sophisticated skills in reading, writing, speaking, and listening inherent within the study of debate, students are afforded competencies and skills for participation in public forum in a democratic system.

Oral Interpretation

Oral Interpretation involves students in the analysis, adaptation, and performance of literature. The course may be taken for one-half to three credits.

Essential elements include the understanding and appreciation of the interpretation of literature as an art form. Instruction develops the ethical responsibilities of the interpreter to the author, the text, and the audience through elements focusing on basic competencies and skills in research and literary analysis. Adaptations through the development of effective introductions, programs, and cuttings (selections or short scenes from a longer work based on original research and analysis) continue the focus on the ethical responsibilities of the performer. The selection of appropriate and justifiable performance choices in using the body and voice as tools for the communication of text provides opportunity for experimentation and creativity.

Oral interpretation explores literature in intellectual, emotional, and aesthetic modes for the purpose of sharing a literary work with an audience in an artistic and ethical manner. As a result of oral interpretation, the audience and the interpreter have a greater appreciation of literature.

Introduction to Radio and Television

Introduction to Radio and Television surveys the history and development of electronic media in public communication. Essential elements also focus on aspects of production and programming formats as well as on the analysis of media as public message. The course may be taken for one-half unit.

Students in this course learn about the development of media and its historical and social impact as well as the legal and ethical constraints of public broadcasting. They also develop writing, technical,

and performance skills through simulated or actual broadcast experiences. An important element of the course provides analysis of public broadcasts for their literary, artistic, and social impact.

The course stimulates awareness and appreciation of the electronic communication media as a form of art and communication. It also helps students develop skills in research, writing, and oral performance as well as analytical skills for the responsible consumption of public message.

Journalism

Journalism is a beginning course designed for students interested in scholastic journalism and journalistic writing. It may be taken for one-half to one credit.

After reviewing the significant historical events of American print journalism, students examine all aspects of publications production, from fact-gathering to graphics design. The course helps students to recognize and use journalistic style in the writing of news, features, and editorials; they also practice techniques of copy editing, proofreading, and headline writing. Publications design, advertising sales, and editorial policy are also treated in the course. Although it is not mandated that they do so, administrators may wish to consider adopting a local policy making this course a prerequisite to one or both of the advanced journalism courses.

Advanced Journalism: Yearbook or Literary Magazine Production

This course, in which a student may earn from one-half to three credits, teaches and applies the journalistic writing, editing, and graphic skills necessary to produce a high school yearbook or magazine. The course of study further develops and refines skills in news judgment, fact gathering, journalistic writing, headline writing, photojournalism, caption writing, graphic design and layout, proofing, editing, and advertising skills. It also introduces elements of staff and publication management, supervisory skills, and financial and production planning and management.

Advanced Journalism: Newspaper Production

In this course, students concentrate on improving journalistic writing, editing, and graphic skills as they apply them in producing a high school newspaper. The course of study is more intense than Journalism in all aspects—covering news judgment, publication and story content, writing style, headlines, captions, and placement of material, photojournalism, graphic design and layout, proofing, editing, and advertising skills. Advanced Journalism also introduces elements of staff and publication management, supervisory skills, financial and production planning and management, and editorial policy. The course may be taken for one-half to three credits.

Photojournalism

This course is for students interested in the journalistic aspect of photography. The course of study includes the development and use of photographic skills for news and publication purposes. It develops competency in taking, developing, and printing news photographs for use in school publications. It also deals with the elements of photo composition; the selection, cropping, and scaling of news photos; and elements of design and layout involving photographs. Photojournalism may be taken for one-half or one credit.

Broadcast Journalism

Students in this one-half or one-credit course study the evolution of radio and television news broadcasting, comparing it to that of the print media. They also consider issues of the legal and ethical responsibilities of the media in writing and reporting the news. The course also includes writing and editing news copy for broadcast; audience analysis; and the organization, coverage selection, and editing of news for broadcast programming.

Independent Study

This one-half to one-unit course involves the study of various topics in English language arts, speech communication, or journalism upon which the students and teacher mutually agree. It includes activities individually designed for students whose level of achievement allows them to pursue work individually or in small groups with the teacher serving as adviser and primary resource person. The course emphasizes research, print and/or nonprint production of original work, or extended development of a skill or a specific area of study. Students may earn up to one credit in each area of study.

Scope and Sequence of the English Language Arts Program

Essential Elements, Kindergarten-Grade 8

The essential elements in the categories of listening, speaking, reading, writing, and language describe the elementary English language arts program that must be taught and that students must be given the opportunity to learn. The separation of the English language arts program into categories is helpful in describing parts of the curriculum, but in actual practice, the categories should be integrated in the instructional sequence whenever possible so that learning in one area reinforces and enhances learning in other areas. The skills listed should be practiced in oral and written work throughout the school day in all subjects.

The essential element in the category of listening requires that all students develop skill in attending to, responding to, and analyzing oral communication.

In speaking, students are to:

- develop fluency in using oral language to communicate effectively
- speak to accomplish a variety of purposes: informing, expressing, persuading, entertaining

In the category of reading, students are expected to:

- use word attack skills to decode written language
- develop vocabulary to understand written material
- use comprehension skills to gain meaning from whatever is read
- apply reading skills to a variety of practical situations
- develop literary appreciation skills to provide personal enjoyment

In writing, students must learn to:

- use a variety of techniques to select topics and generate material to write about those topics
- develop skills in writing effectively for a variety of purposes, modes, and audiences
- apply the conventions of writing to produce effective communication

In language, students are to develop skills in using the grammar of English for effective oral and written communication.

The English language arts program at the middle and junior high school levels, while not as specifically delineated as that at the elementary school level, continues to reinforce those skills that have been developed throughout the elementary grades in listening, speaking, reading, writing, and language.

State Board rules for curriculum emphasize that local school districts must provide instruction in all of the elements and subelements listed in listening, speaking, reading, writing, and language and that all students must be given the opportunity to learn them. The following narrative describes the spiral curriculum of the English language arts program, showing how the concepts and skills of the essential elements build on one another from grade level to grade level, becoming more sophisticated and challenging, thereby expanding the students' knowledge and proficiencies.

Listening

The first essential element in English language arts addresses the concepts and skills associated with listening, a process that gives students opportunities to develop skill in attending to, responding to, and analyzing oral communications.

Listening—Attend to Oral Communication

In kindergarten, students learn to focus their attention on a speaker without interrupting him or her. In Grade 1, they learn what nonverbal cues are and how to respond to the nonverbal cues of a speaker. In Grades 2 and 3, students adjust their physical conditions to promote listening, learning how to block out extraneous sounds, to avoid distractions in the classroom, and to arrange their desks so that they can easily see the speaker. In Grades 4 through 6, students learn how to attend to multiple speakers and how to listen actively in a variety of situations such as at assembly programs and during panel presentations. In Grades 7 and 8, students extend their attending skills by responding appropriately to a presenter.

Listening—Respond to Oral Communication

Students also learn to respond to oral communications throughout elementary and middle school. In kindergarten, they learn through the use of both prose and poetry to appreciate the sound devices of rhythm, rhyme, alliteration, and onomatopoeia. In Grade 1, they continue listening to these sound devices, but they also learn to appreciate sounds for each letter of the alphabet. In Grades 2 through 6, they refine their appreciation of the sound devices of rhythm, rhyme, alliteration, and onomatopoeia.

In addition, students learn to respond to speakers. In kindergarten, they learn to listen carefully to instructions and important information. Then in Grades 1 and 2, they learn to identify the main idea of a speaker's message. In Grades 3 and 4, they learn to recognize a speaker's purpose for a presentation. In Grades 5 and 6, they learn to follow the logical organization of an oral presentation. And in Grades 7 and 8, students follow ways a speaker signals important ideas and examples.

The students learn, too, to assign meaning to oral communications. In kindergarten and Grade 1, they respond to the meaning of storytelling by drawing or painting. In Grades 2 and 3, students respond to a speaker's meaning by asking questions and contributing information. They learn to select, in Grades 4 through 6, meaningful information from an oral presentation. In Grades 7 and 8, students take notes from oral presentations.

Listening—Analyze Oral Communication

Finally, students analyze oral communication, evaluating what they hear. In Grades 3 and 4, they distinguish between fact and opinion; in Grade 5, they detect the use of propaganda and overgeneralizing. Students learn in Grade 6 to determine a speaker's motive, bias, and point of view.

Speaking

Speaking—Develop Fluency in Using Oral Language

The second group of essential elements in English language arts addresses the concepts and skills associated with speaking, providing for mastery of increasingly sophisticated speaking concepts and experiences. One speaking essential element supplies the experiences necessary to develop fluency in using oral language to communicate effectively. In kindergarten through Grade 6, students learn to engage in creative dramatic activities and nonverbal communication and to use a variety of words to express their feelings and ideas. They also learn in kindergarten and Grade 1 to speak clearly and at an appropriate rate. In Grades 2 and 3, students learn to speak clearly to a group. In Grades 4 and 5, students' speaking activities become more sophisticated as they make organized oral presentations. And in Grade 6, student speakers learn to improve their presentation skills by manipulating articulation, rate, volume, and physical movement in their presentations.

Speaking—Speak to Accomplish A Variety of Purposes

The second speaking essential element concerns the experiences needed in speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. To be able to accomplish these purposes, students must learn prerequisite skills of expression. In kindergarten, students relate events from personal experience. Then in Grade 1, they sequence events appropriately as they relate them.

In Grades 2 and 3, students add elaboration and description when they relate events. Then, during Grades 4 through 6, students learn to adapt the content and formality of oral language to fit their audience as well as their purpose for speaking.

Students also learn how to inform. In Grades 1 and 2, the students are taught to give a short sequence of directions for others to follow. By Grade 3, they give a longer set of directions for others to follow. Then in Grade 4, they are able to explain how to do something, a skill followed in Grades 5 and 6 by their learning to explain various processes. In Grades 7 and 8, students review all the ways they can inform others by presenting information in a variety of oral situations.

Students also learn how to persuade others. In Grades 1 and 2, they are taught to give one reason to persuade a peer or close adult. Then in Grades 3 and 4, they use a brief set of reasons to persuade a peer or an adult, a skill that is expanded to include more reasons in Grades 5 and 6.

Another purpose in speaking is to entertain. As early as kindergarten, students learn to present poems chorally and continue this activity in Grades 1 and 2. In Grade 3, they read stories and poems with appropriate verbal and nonverbal communication. And in Grades 4 through 6, they relate stories, puns, riddles, anecdotes, and plays for entertainment. In Grades 7 and 8, students continue learning to speak to accomplish this same variety of purposes.

Reading

Reading—Use Word Attack Skills to Decode Written Language

The third group of essential elements in English language arts addresses the concepts and skills associated with reading. The first element of the group that students learn is to use word attack skills to decode written language. In kindergarten, students discriminate a sound for each letter of the alphabet. In Grade 1, they begin to use phonic analysis to decode when they learn initial and final consonant and long and short vowel sounds. In Grade 2, students use more complex phonic analysis: initial blends, digraphs, diphthongs. And finally in Grade 3, they use more complex phonic analysis including initial clusters, medial diphthongs, and digraphs.

Students also learn to decode unknown words through the use of structural analysis. In kindergarten, students discriminate visual shapes, forms, and letters. Then in Grade 1, they use simple structural analysis: compound words and inflectional endings. In Grade 2, this skill expands to complex structural analysis of root words, common affixes, and contractions. In Grades 3 through 6, the students continue using complex structural analysis but increase the complexity of the task by including words with two or more prefixes and/or suffixes.

In kindergarten, students learn about the direction of conventional print. During Grades 1 through 6, students acquire basic sight vocabulary. Also, students learn how to use context clues to decode unknown words. In Grades 1 and 2, students use context clues to establish the meaning of unknown words. In Grades 3 through 6, they continue to use these clues for the identification of more difficult words. Finally, students learn how to use the dictionary when they come to an unknown word. In Grades 3 through 6, students use the dictionary as a key to pronunciation through phonetic respelling.

Reading—Develop Vocabulary to Understand Written Material

Another reading essential element is developing vocabulary to understand written material. From kindergarten through Grade 6, students learn to relate experiences with appropriate vocabulary in complete sentences. Once again, students use context to determine the meaning of words. In kindergarten, students begin by learning to supply missing words in an oral context. Then in Grades 1 through 3, they learn to understand the meaning of words in context. Students in Grade 4 are taught to focus on modifying phrases or clauses as clues for understanding unknown words in context. In Grades 5 and 6, students learn to deal with more sophisticated vocabulary. Then in Grades 7 and 8, they use context to choose the appropriate meaning of multimeaning words.

Students also develop their vocabulary through content area study. In Grades 1 through 3, they acquire reading vocabulary relating to the concepts being learned in the content areas. By Grades 4 through 6, the students must understand the content area vocabulary to comprehend the textbooks. Finally, students develop their vocabulary by using the dictionary. Dictionary skills begin early when, in Grade

1, students learn to alphabetize according to the initial letter of words. In Grade 2, they alphabetize words according to two or more letters. By Grade 3, students should be using the dictionary to determine the meaning of words, a skill that extends into Grade 4 as well. Students in Grade 5 expand dictionary use to determine formal and informal language. And in Grade 6, they use the dictionary to determine word origins and word histories.

Reading—Use Comprehension Skills to Gain Meaning from Whatever is Read

Comprehension is yet another essential element in the reading curriculum. (In kindergarten, oral comprehension is stressed.) Students learn to respond to storytelling or oral reading by telling what the story is about, recalling important facts and details, arranging the events in sequential order, distinguishing between real and make-believe, and retelling a story. Students expand and develop all of these comprehension skills throughout grade school and middle school.

Students learn in Grade 1 to identify an explicitly stated main idea, to recall facts and details, to arrange events in sequential order, to distinguish between fantasy and fact, to summarize a selection, to identify the cause of a given event, and to predict probable future outcomes.

In Grade 2, students learn to identify the main idea of several paragraphs, to recall important facts and details from a selection, and to identify cause and effect relationships. They continue to arrange events in sequential order, to distinguish between fantasy and fact, and to predict probable future outcomes in Grade 2 material.

Third grade students identify the main idea of an entire selection instead of several paragraphs, recall facts and details that support the main idea, arrange events in sequential order when signal words are not stated, distinguish between fact and nonfact including opinion, and understand the multiple causes of a given event. They continue summarizing selections and predicting probable future outcomes. At Grade 3, students begin to draw conclusions from what they have read.

Students in Grade 4 further develop their understanding of text by identifying an implied main idea, distinguishing between fact and nonfact in fiction and nonfiction materials, and identifying the multiple causes of a given event or a character's actions. They continue recalling facts and details that support the main idea, arranging events in sequential order without signal words, summarizing a selection, predicting probable future outcomes, and drawing conclusions.

Students continually expand their ability to comprehend text in Grade 5. Students identify an implied main idea of longer selections, recall specific facts and details that support the main idea and/or conclusions, arrange events in sequential order when sequence is not stated, distinguish between fact and nonfact, understand cause and effect relationships, predict probable future outcomes or actions, and draw logical conclusions. Students at this grade level are introduced to making generalizations and evaluating and making judgments. They also continue summarizing selections.

Sixth grade students identify an implied main idea, recall specific facts and details, summarize selections, examine cause and effect relationships, predict probable future outcomes or actions, draw logical conclusions, make generalizations, and evaluate and make judgments about information in connected text. Students also learn to arrange events in sequential order by time and degree of importance and to recognize various persuasive devices.

In Grades 7 and 8, using more difficult materials, students learn to identify and evaluate main idea statements, perceive cause and effect relationships, arrange details in sequential order, distinguish between fact and nonfact, summarize and make generalizations, and predict probable future actions and outcomes.

Reading—Apply Reading Skills to a Variety of Practical Situations

Applying reading skills to a variety of practical situations is also part of the reading curriculum. One of these situations is following directions, a task that increases in complexity. Teachers introduce students in kindergarten to following directions through oral work. In Grades 1 and 2, students progress to simple written directions; in Grade 3, to two- and three-step directions; in Grade 4, to multistep directions; in Grade 5, to a set of directions. In Grade 6, students follow complex directions and in Grade 7, written

directions including substeps. Students also read orally. Students in Grade 1 use phrases in oral reading. Cadence and stress in oral reading are added in Grade 2.

Students are also introduced in Grade 1 to using the basic parts of a book—table of contents and title page—and continue to use them in Grade 2. In Grades 3 and 4, they use the index and glossary. Preface and copyright page are added in Grade 5 and footnotes and appendices in Grade 6. Students in Grade 8 are expected to use all parts of a book.

Students in Grade 3 learn to use the dictionary and encyclopedia to locate information and continue to use this skill throughout Grades 4 and 5. In Grade 6, instructors teach them to use periodicals, card catalogues, and reference works to locate information, a skill that extends through Grades 7 and 8. Students also are introduced in Grade 3 to the use of graphic sources for information including simple maps, globes, pictures, diagrams, and bar graphs. They continue to use these graphic sources in Grade 4. In Grade 5, students are taught to use other graphic sources for information, sources such as tables and lists, charts and graphs, maps and globes, timelines, pictures and diagrams, scale drawings, and transportation schedules. In Grade 8, students interpret diagrams, graphs, and statistical information. Finally, in Grade 4 through Grade 6, students learn to adjust methods and rate of reading according to the purpose and type of material.

Reading—Develop Literary Appreciation Skills to Provide Personal Enjoyment

The last essential element in reading is developing literary appreciation for personal enjoyment. Literary appreciation is first introduced in kindergarten and continued through Grades 1 and 2 through students' experiencing repetition, rhyme, rhythm, and alliteration in language. In Grades 3 and 4, the students learn to differentiate figurative and literal language. Fifth grade students are taught to recognize that simile and metaphor involve a comparison of objects, and sixth graders are taught to recognize personification as a literary device. In Grades 7 and 8, students recognize figurative language and the ways in which figurative language and sound devices contribute to the meaning of selections.

Throughout elementary school, students learn to respond to various forms of literature; to become acquainted with a variety of selections, characters, and themes of our literary heritage; and to select books for individual needs and interests. In middle school, this skill is extended to include recognition of different kinds of literature including folk literature, legends, and myths as well as literary traditions of various culture groups. Also in kindergarten, students learn to follow a simple story line in stories that are read aloud. Following a story line develops throughout the elementary grades. Several characters are involved in Grades 1 and 2; students read longer stories that are not chronological in Grades 3 and 4; they recognize differences in first and third person point of view in Grades 5 and 6; and, finally, in Grades 7 and 8, they identify the author's point of view and purpose for writing a selection as well as follow plot and character development in stories.

Writing

Writing—Use A Variety of Techniques to Select Topics and Generate Material to Write About Those Topics

The fourth group of essential elements in English language arts addresses the concepts and skills associated with writing or composition, all of which are based on the components of the writing process. Students first learn prewriting skills when they learn to use a variety of techniques to select topics and to generate material to write about those topics. As kindergartners are encouraged to talk about what events are happening in their lives, they recognize that everyone has experiences to write about. Grade 1 students learn both oral and written composition skills when they use information and ideas from personal experience as a source for writing. Students in Grades 2 and 3 are taught to use a variety of prewriting activities as sources for later writing. Then in Grades 4 and 5, they learn to use ideas and information from sources other than personal experiences to help them generate or expand their own ideas. By Grade 6, students are generating material for writing independently and in a variety of ways. Students are introduced to topic selection in Grade 1 when they learn to select topics of interest to themselves and others. In Grade 2, they are taught to stay on the topic they have chosen. Then students in Grades 3 and 4 learn to expand topics by collecting information from a variety of sources. Finally, in Grades 5 and 6, students are taught to select and narrow topics for specific purposes.

Writing—Develop Skills in Writing Effectively for a Variety of Purposes, Modes, and Audiences

The second writing essential element deals with the drafting stage of the writing process: developing skills in writing effectively for a variety of purposes, modes, and audiences. In Grade 1, students learn to write stories and brief descriptions. This writing may be done, especially early in the year, as oral compositions with the teacher recording the students' ideas. Students at this age are, moreover, able to write stories and descriptions and should be encouraged to write them. By Grade 2, students learn to narrate events in chronological order. Third graders classify differences and likenesses of objects and events. Then in Grades 5 and 6, students use chronological and spatial order and order of importance.

As they listen to poetry and prose selections that the teacher reads to them, kindergarten students recognize the fact that writing can entertain and inform. Then in Grade 1, they learn the function of first-draft writing is to capture ideas. This idea is expanded in Grade 2, when they learn to add information omitted in the first draft to subsequent drafts. Students in Grade 3 build on what was learned in Grade 2 by arranging ideas and information, recognizing that drafts are rewritten to clarify them. Then in Grade 4, students delete superfluous information to address the purpose of the piece and the audience more effectively. Students in fifth grade learn to rearrange information to accomplish a specific purpose and a particular audience. And finally, in sixth grade, they vary word choice to accommodate the purpose and audience.

Writing—Apply the Conventions of Writing to Produce Effective Communication

Another writing essential element that students are taught is to apply the conventions of writing to produce effective communications. This aspect is actually the rewriting part of the writing process. In kindergarten, students learn to recognize that conventions are used to help communicate to an audience, thereby laying a basis for the rewriting and editing they will do later in school. In Grade 1, students learn that rewriting and editing are done with a particular purpose and audience in mind. Then in Grades 3 through 6, they participate in rewriting conferences.

Because spelling is one of the conventions of writing, students begin in kindergarten to recognize the nature of sound-symbol correspondence. First graders then learn the basic phonetic spelling generalizations and their exceptions. By Grade 2, they analyze structural elements such as plural endings, verb endings, and contractions to spell words. Students in Grades 3 and 4 learn to use a systematic method to spell words independently. Fifth and sixth graders then focus on spelling increasingly complex words.

Kindergartners also learn to recognize the conventions of writing, the spaces between words, word order, and marks on pages other than letters of the alphabet. Then from Grades 1 through 6, students learn to use the conventions of capitalization and punctuation, beginning with basic conventions and expanding to increasingly complex conventions. In Grade 1, students begin writing legible manuscript letters and continue through Grade 2. By Grade 3, they write legible cursive letters and practice this skill throughout elementary school. During Grade 2, students are taught to write complete sentences which they learn to join together into paragraphs in Grades 3, 4, and 5. In Grade 6, they are taught to include in paragraphs a variety of kinds of complete sentences. In Grades 5 and 6, students use conventional formats such as letters and commonly used forms.

Language

Language—Develop Skills in Using the Grammar of English for Effective Oral and Written Communication

The last essential element in English language arts addresses the concepts and skills associated with language: developing skill in using the grammar of English for effective oral and written communication. In kindergarten, students use oral language in a variety of situations, thereby increasing their linguistic fluency. Then in Grade 1, students are taught to use the correct singular and plural forms of regular nouns and to use the correct forms of regular verbs. They begin to learn these concepts first through oral communication, including them in their written work. In Grade 2, the students continue to practice using correct forms of regular nouns and learn to use forms of common irregular verbs and the verb "to be." Teachers of Grade 3 challenge students with an increased number of skills and concepts. Students learn to use the irregular plural of nouns correctly, to use subject-verb agreement in person and number, and to use modifiers such as adjectives and adverbs.

In Grade 4, then, students learn to use possessive forms of nouns and correct nominative, objective, and possessive forms of pronouns and to use forms of irregular verbs. They continue to practice using modifiers appropriately. Students in Grade 5 learn to use agreement between nouns and pronouns while practicing the use of forms of irregular verbs and the use of modifiers. Teachers encourage them to use all parts of speech correctly. In Grade 6, instruction centers around subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects. Student also practice skills and concepts to which they have been previously introduced: use of pronoun-antecedent agreement, use of modifiers, and use of all other parts of speech.

The concepts and skills taught in Grades 7 and 8 become increasingly more difficult and sophisticated. The students learn to use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences; to use all parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, in written and oral communications; to use oral language effectively for a variety of purposes and audiences; to use correct agreement between subjects and verbs and between pronouns and antecedents; and to use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects. In Grade 8, students learn to use common affixes to change words from one part of speech to the other.

Essential Elements, High School Courses

Grades 9 through 12 continue the development of language arts skills. Two sequences of required courses are provided: one for on-level students, another for those students who need continued help in mastering basic English skills. Both sequences address the concepts in the strands of speaking, listening, reading, writing, language, and literature either explicitly or implicitly.

Scope and Sequence Charts

The following scope and sequence charts provide a graphic overview of the English language arts curriculum. The charts illustrate the spiraling effect of the essential elements showing how, at the various grade levels, the elements focus on concepts or skills in an increasingly challenging way.

Scope and Sequence Chart
English Language Arts

→ indicates continuation and progression

Every elementary school shall offer an English language arts program that includes the following essential elements	The student shall be provided opportunities to:						
LISTENING	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Developing skill in attending to, responding to, and analyzing oral communications	Focus attention on a speaker without interruption	Respond to nonverbal clues	Adjust physical conditions to promote listening	→	Employ active listening in a variety of situations	→	→
	Listen to appreciate sound devices of rhythm, rhyme, alliteration, and onomatopoeia	Listen to appreciate sound for each letter of the alphabet and devices of rhythm, rhyme, alliteration, and onomatopoeia	Listen to appreciate sound devices of rhythm, rhyme, alliteration, and onomatopoeia	→	→	→	→
	Listen carefully to instructions and important information	Identify main idea of a speaker's message	→	Recognize a speaker's purpose for a presentation	→	Follow the logical organization of an oral presentation	→
	Respond to storytelling by drawing or painting	→	Respond to a speaker by asking questions and contributing information	→	Select from an oral presentation the information needed	→	→
				Distinguish between fact and opinion	→	Detect use of propaganda and over-generalizing	Determine a speaker's motive, bias, and point of view →
SPEAKING	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Developing fluency in using oral language to communicate effectively	Engage in creative dramatic activities and nonverbal communication	→	→	→	→	→	→
	Use variety of words to express feelings and ideas	→	→	→	→	→	→
	Speak clearly and at an appropriate rate	→	Speak clearly to a group →	→	Make organized oral presentations	→	Manipulate articulation, rate, volume, and physical movement in oral presentations →
	Communicate effectively in one-to-one and small group situations	Contribute ideas and information in group discussions	Respond to thoughts expressed by others in group discussions through questioning and contributing related ideas	Use visual aids in making oral presentations	Participate on committees and panels and in group problem-solving activities	→	Respond to thought expressed by others through clarifying, qualifying, and extending ideas →
Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining	Relate events from personal experience	Sequence events appropriately when relating them	Elaborate and use description when relating events orally	→	Adapt content and formality of oral language to fit purpose and audience	→	→
	Present poems chorally →	→	→	Read stories and poems with appropriate verbal and nonverbal communication	Relate stories, puns, riddles, anecdotes, and plays for entertainment	→	→
		Give a reason to persuade a peer or close adult	→	Use a brief set of reasons to persuade a peer or an adult	→	Use a set of reasons to persuade a group	→
		Give a short sequence of directions for others to follow	→	Give longer set of directions for others to follow	Explain how to do something	Explain processes →	→

ENGLISH LANGUAGE ARTS (Continued)

△ indicates completion
→ indicates continuation and progression

READING	K	1	2	3	4	5	6
Using word attack skills to decode written language	Discriminate sound for each letter of the alphabet	Use basic phonic analysis: initial and final consonants, long and short vowels	Use complex phonic analysis: initial blends/digraphs/diphthongs	Use more complex phonic analysis including initial clusters, medial diphthongs/digraphs → △			
	Discriminate visual shapes, forms, letters	Use simple structural analysis: compound words, inflectional endings	Use complex structural analysis: root words/common affixes/contractions	Use complex structural analysis including words with two or more prefixes and/or suffixes →	→	→	→
	Understand the direction of conventional print	Acquire basic sight vocabulary →	→	Know basic sight vocabulary △			
		Use context clues →	→	Use context clues for word identification →	→	→	→
				Use dictionary as a key to pronunciation including phonetic respelling →	→	→	→
Developing vocabulary to understand written material	Relate experiences with appropriate vocabulary in complete sentences →	→	→	→	→	→	→
	Supply missing words in oral context	Understand meaning of words in context →	→	→	Understand words in context including modifying phrases or clauses →	Use context to understand the meaning of words →	→
		Acquire reading vocabulary relating to concepts being learned →	→	→	→	→	→
		Alphabetize according to initial letter	Alphabetize according to two or more letters	Use dictionary to determine meaning of words →	→	Use dictionary to determine formal and informal language →	Use dictionary to determine word origins and word histories →

(READING essential elements continued on next page.)

ENGLISH LANGUAGE ARTS (Continued)

→ Indicates continuation and progression

READING	K	1	2	3	4	5	6
Using comprehension skills to gain meaning from whatever is read	Respond to storytelling or oral reading by: • telling what the story is about • recalling important facts and details • arranging the events in sequential order • distinguishing between real and make-believe • retelling a story	Identify an explicitly stated main idea Recall facts and details Arrange events in sequential order Distinguish between fantasy and fact Summarize a selection Identify the cause of a given event Predict probable future outcomes	Identify the main idea of several paragraphs Recall important facts and details from a selection Identify cause and effect relationship	Identify the main idea of a selection Recall facts and details that support the main idea Arrange events in sequential order when signal words are not stated Distinguish between fact and nonfact including opinion Understand the multiple causes of a given event Draw conclusions	Identify an implied main idea Distinguish between fact and nonfact including fiction and nonfiction Identify the multiple causes of a given event or a character's actions	Identify an implied main idea of a longer selection Recall specific facts and details that support the main idea and/or conclusion Arrange events in sequential order when sequence is not stated Distinguish between fact and nonfact Understand cause and effect relationships Predict probable future outcomes or actions Draw logical conclusions Make generalizations Evaluate and make judgments	Arrange events in sequential order including time and degree of importance Recognize various persuasive devices
Applying reading skills to a variety of practical situations	Follow oral directions	Follow written directions Use phrases in oral reading Use basic parts of a book: table of contents, title page	Use cadence and stress in oral reading	Follow two- and three-step directions Develop facility in oral reading for an audience Use parts of a book: index, glossary Use dictionary and encyclopedia to locate information Use graphic sources for information: simple maps, globes, pictures, diagrams, bar graphs	Follow multistep directions Adjust method and rate of reading to purpose and type of material including study-type reading	Follow a set of directions Use parts of a book: preface, copyright page Use graphic sources for information: tables and lists, charts and graphs, maps and globes, timelines, pictures and diagrams, scale drawings, transportation schedules	Follow complex directions Use parts of a book: footnotes, appendices Use periodicals, card catalogues, and reference works to locate information Compare the information on charts and graphs, tables and lists

ENGLISH LANGUAGE ARTS (Continued)

→ indicates continuation and progression

READING	K	1	2	3	4	5	6
Developing literary appreciation skills to provide personal enjoyment	Appreciate repetition, rhyme, rhythm, alliteration			Differentiate figurative and literal language		Recognize that simile and metaphor involve a comparison of objects	Recognize personification as a literary device
	Respond to various forms of literature						
	Become acquainted with a variety of selections, characters, and themes of our literary heritage						
	Select books for individual needs and interests						
	Follow simple story line in stories read aloud	Follow story line involving several characters		Follow plot in longer stories that are not chronological		Recognize differences in first and third person point of view	
		Describe time and setting of story					
		Understand the feelings and emotions of characters				Explain and relate to the feelings and emotions of characters	

presented in previous chapter

ENGLISH LANGUAGE ARTS (Continued)

→ Indicates continuation and progression

WRITING	K	1	2	3	4	5	6
Using a variety of techniques to select topics and to generate material to write about those topics	Recognize that everyone has experiences to write about	Use information and ideas from personal experience as source for writing Select topics of interest to self and others	Use variety of prewriting activities as sources for later writing Stay on the topic	→ Expand topics by collecting information from a variety of sources	Use ideas and information from sources other than personal experiences for writing →	→ Select and narrow topic for specific purpose	Generate material for writing independently and in a variety of ways→ →
Developing skills in writing effectively for a variety of purposes, modes, and audiences	Recognize that writing can entertain and inform	Write stories and brief descriptions Recognize that the function of first-draft writing is to capture ideas	Narrate events in chronological order Add information omitted in first draft to subsequent drafts	Classify differences and likenesses of objects and events Arrange ideas and information, recognizing that drafts are rewriten to clarify them	Present a set of reasons intended to persuade Delete superfluous information to address the purpose and audience more effectively	Use chronological and spatial order and order of importance Rearrange information to accomplish a specific purpose with a particular audience	→ Vary word choice to accommodate the purpose and audience→
Applying the conventions of writing to produce effective communications	Recognize that conventions are used to help communicate to an audience Recognize the nature of sound-symbol correspondence Recognize conventions of writing—spaces between words, word order, marks on pages other than letters of alphabet	Recognize that rewriting and editing are done with a particular purpose and audience in mind Learn basic phonetic spelling generalizations, exceptions Use basic conventions of capitalization and punctuation Write legible manuscript letters	Participate in rewriting conferences Analyze structural elements to spell words → → Write complete sentences	→ Use a systematic method to spell words independently Apply conventions of punctuation and capitalization Write legible cursive letters Join related sentences into paragraphs	→ → → →	→ Spell increasingly complex words Apply increasingly complex conventions of punctuation and capitalization Write legible cursive letters → Use conventional formats (letters, commonly used forms)	→ → → → Include in paragraphs a variety of kinds of complete sentences→ →

ENGLISH LANGUAGE ARTS (Continued)

LANGUAGE	K	1	2	3	4	5	6
Developing skill in using the grammar of English for effective oral and written communication	**Use oral language in a variety of situations**	Use correct singular and plural forms of regular nouns →		Use irregular plurals of nouns correctly	Use correct possessive forms of nouns and correct nominative, objective, and possessive forms of pronouns	Use correct agreement between pronouns and antecedents →	
		Use correct forms of regular verbs	Use correct forms of common irregular verbs and the verb "to be"	Use subject-verb agreement in person and number	Use correct forms of irregular verbs →		Use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects
				Use modifiers (adjectives and adverbs) correctly →		Use all other parts of speech correctly →	
				Produce basic sentence patterns and variations →		Produce a variety of sentence patterns	Produce, coordinate, and subordinate sentence elements appropriate to meaning
				Use the fundamentals of grammar, punctuation, and spelling →			

Scope and Sequence Chart
English Language Arts

Essential Elements	Grade 7	Grade 8	English I	English II	English III	English IV
Writing concepts and skills	Use the composing process to plan and generate writing	→	Use the composing process to plan and generate writing	→	→	→
	Synthesize information from several sources	Demonstrate clear and logical thinking in support and development of a central idea	Write multiple paragraph compositions incorporating information from sources other than personal experience	Write multiple-paragraph compositions incorporating outside information with documentation	Write longer compositions incorporating outside information with documentation	→
	Write for a variety of purposes and audiences	→	Write descriptive, narrative, and expository paragraphs	Write descriptive, narrative, and expository paragraphs of increasing length and complexity	Write a variety of forms of informative and persuasive discourse	→
			Write informative discourse of a variety of types	→	→	→
			Write persuasive discourse of a variety of types	→	→	→
				Write literary discourse of a variety of types including character sketches, stories	Write at least one form of literary discourse	→
	Use formal and informal language appropriately	→	Evaluate content organization, topic development, appropriate transition, clarity of language, and appropriate word and sentence choice according to the purpose and audience for which the piece is intended	→	Revise written work for content, organization, topic development, appropriate transition, clarity of language, and appropriate word and sentence choice according to the purpose and audience for which a piece is written	→
	Substitute specific words for general words	Edit for clarity of language, appropriate word choice, and effective sentences				
	Use direct quotations from written and oral sources	Avoid cliches and trite expressions			Refine sentences and paragraphs into compositions exhibiting unity, clarity, and coherence	→
		Evaluate the content and organization of one's own writing as well as that of others				
	Proofread for punctuation, capitalization, spelling, and syntax	Use punctuation and capitalization appropriately in writing	Proofread written work for punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing	→	Evaluate one's own writing as well as that of others	→
					Proofread written work for internal punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing	→
	Omit sentence fragments, run-on sentences, nonagreement, and faulty tense changes	→	Use the forms and conventions of written language appropriately	→	→	→
	Apply common generalizations about spelling	→				
		Use the dictionary to check spelling		Use a variety of sentence structures including simple, compound and complex		
					Make rhetorical choices based on audience, purpose, and form	Achieve precision in meaning through sophisticated language and rhetorical choices
						Use each of the commonly recognized patterns of organization
						Analyze the presentation of ideas in written discourse, including forms of logical reasoning, common fallacies of reasoning, and techniques of persuasive language

English Language Arts *(continued)*

Essential Elements	Grade 7	Grade 8	English I	English II	English III	English IV
Language concepts and skills	Use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences	→	Produce well-formed simple, compound, and complex sentences	→	Produce well-formed simple, compound, complex sentences, and compound-complex sentences	→
	Use all parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, in written and oral communication	→	Use all parts of speech effectively in sentences	→	Analyze the grammatical structure of sentences	→
	Use oral language effectively for a variety of purposes and audiences	→	Use oral language effectively in a variety of situations	→	→	→
	Use the fundamentals of grammar, punctuation, and spelling	→	→	→	→	→
	Use correct agreement between subjects and verbs and between pronouns and antecedents	→	→	→	→	→
	Use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects	→	→	→	→	→
		Use common affixes to change words from one part of speech to the other	→	→	→	→
		→	Choose appropriate words to convey intended meaning	→	→	Exhibit sophisticated and precise word choice to convey meaning
		→	Recognize the meanings and uses of colloquialism, slang, idiom, and jargon	→	Describe the history and major features of American dialects	Describe the major features of the origins and development of the English language
		→	→	Vary word and sentence choice for purpose and audience	→	→
		→	→	Produce sentences that convey, coordinate, and subordinate ideas appropriately	→	→
		→	→	→	Recognize the sociological functions of language	→
		→	→	→	Demonstrate facility with word analogies and other forms of advanced vocabulary development	→

English Language Arts *(continued)*

Essential Elements	Grade 7	Grade 8	English I	English II	English III	English IV
Literature concepts and skills	Recognize folk literature, legends, and myths	Recognize different types of literature: short stories, novels, poems, and plays	Recognize the major diferences among poems, short stories, plays, and nonfiction	Recognize the major differences among poems, short stories, novels, plays, and nonfiction	Recognize the major authors, periods, forms, and works in American literature	Recognize the major authors, periods, forms, and works in British literature
		Recognize the basic types and characteristics of nonfiction				
	Recognize figurative language	Recognize the ways in which figurative language and sound devices contribute to meaning	Identify basic sound devices and figurative language	→	Recognize the major types of figurative language and sound devices	→
	Follow plot and character development in stories	Follow more complex plot and character development in stories				
		Describe plot, setting, character, and mood in more complex literary selections				
			Use basic literary terminology	→	Use literary terminology appropriately	→
	Recognize literary traditions of cultural groups		Recognize cultural attitudes and customs in literary selections			
			Recognize point of view in literary selections	→		
				Recognize the development of an overall theme in a literary work		Recognize recurring themes in literary selections
					Identify irony, tone, mood, allusion, and symbolism in literary selections	→
					Distinguish between language used denotatively and connotatively in literary selections	→
				Identify use of basic symbols in literary selections	Recognize characteristics of literary selections	Recognize characteristics of various literary genres

English Language Arts *(continued)*

Essential Elements	Grade 7	Grade 8	English I	English II	English III	English IV
Reading concepts and skills	Choose the appropriate meaning of multimeaning words		Expand vocabulary			
			Determine word meanings by contextual clues			
	Identify and evaluate main idea statements	Identify implied main ideas and related details	Recognize relevant details			
	Perceive cause and effect relationships		Identify the stated or implied main idea of a selection	Select main idea of a selection	Express main idea in one sentence	Identify main idea and supporting details
	Distinguish between fact and nonfact	Distinguish between and evaluate fact and nonfact	Distinguish between fact and nonfact	Differentiate between fact and nonfact	Distinguish between fact and opinion, grounded and ungrounded belief, and rational thought and rationalization	Recognize the devices of propaganda
	Arrange details in sequential order	Identify the sequential order of events		Arrange events in sequential order		
	Summarize and make generalizations	Arrive at a generalization from a given set of details and/or assumptions	Draw conclusions and make inferences	Make inferences and draw conclusions		Make generalizations from a given set of assumptions
				Evaluate and make judgments		
	Predict probable future actions	Predict probable future actions and outcomes	Predict outcomes and future actions			Predict probable future outcomes
			Vary rate of reading according to purpose	Adjust reading rate according to purpose	Adjust reading procedures, techniques, and rate according to purpose	Adjust rate and purpose for type of reading
	Identify the author's point of view and purpose				Evaluate the author's point of view	Determine the author's point of view, purpose, and qualifications
	Follow written directions including substeps		Follow directions involving substeps	Follow complex directions		
		Use parts of a book	Use format and organization of a book	Use parts of a book including footnotes, appendices, cross references	Use parts of a book appropriately	
			Use advanced dictionaries for determining word meaning	Use selected sections of advanced and special dictionaries	Use advanced dictionaries in determining pronunciations and meanings of words	Use advanced and special dictionaries
		Interpret diagrams, graphs, and statistical illustrations		Read complex maps, charts, and tables	Interpret complex maps, charts, and tables	
	Use the card catalog and standard library references	Use the card catalog and standard references	Use reference materials such as atlas, encyclopedia, almanac, and bibliography		Use specialized references independently	Use various reference materials

English Language Arts *(continued)*

Essential Elements	Grade 7	Grade 8	English I	English II	English III	English IV
Speaking and listening concepts and skills	Participate in group discussions	→				
	Present information in a variety of oral situations	→				
	Follow ways a speaker signals important ideas and examples	→				
	Respond appropriately to a presenter	→				
	Take notes from an oral presentation	→				

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Scope and Sequence Chart
Correlated Language Arts

Essential Elements	Correlated Language Arts I (CLA I)	CLA II	CLA III	CLA IV
Writing concepts and skills	Organize ideas in writing	Use the composing process to plan and organize ideas in writing	Use the composing process to plan and generate writing	→
	Respond appropriately to purpose and audience in a given writing situation	Write for a variety of purposes and audiences	→	→
	Use appropriate punctuation, capitalization, and spelling	Use various composition models as aids in developing writing skills	Use the forms and conventions of written language appropriately	
		Use formal and informal language appropriately	→	→
	Edit for clarity of language, appropriate word choice, and effective sentences	→	→	→
	Complete commonly used forms			
Language concepts and skills	Control sentence structure and avoid fragments and run-ons	→	Control sentence structure; avoid fragments and run-ons	
	Employ appropriate forms of standard English usage	→	Recognize the meanings and uses of colloquialism, slang, idiom, and jargon	→
		Use aural and visual stimuli as springboards for speaking and writing		Use oral language in a variety of situations
		Use literary models of writing to discuss sentence building and word choice		Exhibit precise word choice to convey meaning
			Produce well-formed simple, compound, and complex sentences	Produce well-formed simple, compound, complex, and compound-complex sentences
		Use common affixes to change words from one part of speech to another	Recognize the forms of all parts of speech and the functions they perform in sentences	
Literature concepts and skills	Discuss a variety of literary selections	Recognize the major differences among poems, short stories, and plays		Recognize characteristics of various literary genres
	Relate to literature by comparing incidents from literature with personal experience	Recognize point of view in a literary selection	Recognize the development of an overall theme in a literary work	
	Use literary models of writing to discuss basic language principles	Discuss figurative language	Identify sound devices and figurative language	Recognize the major types of figurative language and sound devices
			Use basic literary terminology	Use literary terminology appropriately
			Recognize cultural attitudes and customs in literary selections	Recognize authors and periods from a variety of world literature

Correlated Language Arts *(continued)*

Essential Elements	Correlated Language Arts I (CLA I)	CLA II	CLA III	CLA IV
Reading concepts and skills	Identify the directly stated or implied main idea	Identify implied main idea	Identify and evaluate main idea statements	Identify main idea and supporting details
	Recall specific facts and details	Recall supporting facts and details	Note supporting facts and details	
	Arrange a list of events in sequence	Arrange events in sequential order	Arrange events in sequential or simultaneous order	
	Perceive cause and effect relationships	→	→	→
	Make inferences and draw logical conclusions	Make inferences and draw conclusions		
	Arrive at a generalization from a given series of details or assumptions	Summarize and make generalizations	Analyze a selection, draw conclusions, and make generalizations	
	Evaluate and make judgments on the basis of information given	Analyze information and form judgments		Evaluate and make judgments on the basis of information given
	Distinguish between fact and nonfact, including persuasive devices			Distinguish between fact and nonfact
	Follow written directions involving subordinate steps	Follow complex written directions	→	Follow complex directions involving subordinate steps
	Use various parts of a book as aids in locating information	Use various parts of a book and various books to locate information .	Locate information using various parts of a book, various sources, and graphic data	Use parts of a book such as prefaces, footnotes, cross references, appendices
	Use various sources as aids in locating information			Use standard reference materials such as atlas, encyclopedia, almanac, and bibliography
	Choose the appropriate meaning of multimeaning words	Recognize vocabularies associated with a variety of occupations, special interests, and hobbies	Understand specialized vocabularies	Use advanced and special dictionaries in determining pronunciations and meanings
				Use knowledge of contextual and expectancy clues in word recognition
		Interpret graphs, diagrams, and charts		Interpret complex maps, charts, tables, and schedules
			Understand terms and abbreviations used in application forms and payroll deduction statements	Adjust reading rate to purpose

Required and Suggested Time Allocations

State Board of Education Rules for Curriculum

Each school district has the responsibility for delivering effective instruction to all students. In addition to essential elements of instruction, State Board rules specify time requirements for each subject area.

Kindergarten students will be instructed in English language arts no less than 40 percent of the instructional day. The essential elements are the same for half-day and full-day kindergarten programs, although time restrictions in half-day programs will limit the depth of instruction. For Grades 1-3, no fewer than 600 minutes a week will be devoted to teaching English language arts; for Grades 4-6, the time requirement is 450 minutes per week. School districts with departmentalized Grades 4, 5, and 6 may modify the time requirements if an alternate plan is submitted to and approved by the Commissioner of Education. This plan must indicate how the district will ensure that the required essential elements will be taught. Furthermore, if Grade 6 is in the middle school, school districts are required to teach one unit of English language arts and one unit of reading. A unit at Grade 6 shall constitute a minimum of 45 minutes of academically engaged time per day for a subject during the 175-day school year.

For secondary level students at Grades 7 and 8, the time requirement for teaching the prescribed English language arts is also a minimum of 45 minutes of academically engaged time per day during the 175-day school year. Students in Grade 7 or Grade 8 who score either below the 40th percentile or one year or more below grade level on a standardized achievement test will be assigned to the courses Reading Improvement or English as a Second Language (ESL) for one unit. ESL may be taken in place of English language arts or of Reading Improvement or of both. Students in Grades 9-12 are required to complete four units of English or Correlated Language Arts. One unit of credit in Grades 9 through 12 requires 160 hours of instruction, which traditionally means 55 minutes of academically engaged time per day during a 175-day school year.

Management of Time and Good Teaching Practices

Elementary Level

Within the time frame of the K-Grade 6 day, time allocations for each subject area should not be viewed as a constraint to good teaching practices. For example, they should not prevent a teacher's taking advantage of the teachable moment but should be considered a mandate to ensure instruction in all the essential elements.

For teachers, supervisors, principals, and other faculty involved in student instruction, this means coordinating instruction in the essential elements to ensure time for extension and enrichment of lessons as in previous years. For example, information concerning subjects such as social studies, science, and health is frequently the content in reading or language arts lessons, while social studies, mathematics, and science lessons frequently require that the student read a portion of the lesson. In addition, many elementary teachers combine elements of the fine arts with written composition, reading, social studies, and other subject areas. State Board rule allows this flexibility, and the combining of these elements is encouraged as sound teaching methodology.

This strategic use of time fulfills the requirements of the Board rule and also allows the desired amounts of time to carry through an activity. It was not the intent of the rule for teachers to stop one content lesson abruptly and start another for reasons of scheduling where scheduling would reduce instructional effectiveness. Fragmentation is not conducive to good teaching, and lessons need not be conducted in this manner. The important points to remember are that integrating and implementing essential elements from several subject areas in one lesson plan require prior planning and that each essential element of each subject area must be taught.

Secondary Level

Many of the suggestions made for elementary level teaching apply also at the secondary level. English I-IV and Correlated Language Arts I-IV include strands for concepts and skills in writing, language, literature, and reading. Integration of essential elements from each of these strands is necessary if maximum learning is to take place. For example, writing should be purposeful and provide opportunities to employ language, literature, and reading concepts and skills. This inclusion of elements from each strand should be evident regardless of the thrust of the lesson—literature, reading, language, or writing.

When practical, teachers in different subject areas may team teach a unit that combines courses such as English language arts and social studies, science, or mathematics.

Graduation Requirements

According to State Board of Education rules, students must successfully complete four units of English to graduate from high school. For those students who choose the regular high school program, the four required English language arts credits may be earned either in English I, II, III, and IV, or in Correlated Language Arts I, II, III, and IV. In addition, the fourth unit of either of these sequences may be substituted by Introduction to Speech Communication, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Debate, Journalism, or concurrent enrollment in a college English course. Districts should formulate policies that allow these English IV substitutions only when they are taken after the first three units of English or CLA are completed. Those students who choose the advanced high school program must take English I, II, and III. The fourth unit of English for the advanced high school program may be satisfied by English IV, English IV Honors, English IV Academic), English IV (Academic) Honors, or College Board Advanced Placement English Literature and Composition.

In addition to the regular high school program and the advanced high school program, the district may also offer an advanced high school honors program. This program has the same requirements as the advanced high school program, except that five of the 22 required credits must be in state-approved honors courses. With the exception of Correlated Language Arts (CLA) and Reading Improvement, a district may submit any of the English language arts courses including speech communication and journalism for approval as honors courses according to procedures detailed in State Board rules.

Placement of Students in High School English Courses

State Board rule directs each school district board of trustees to establish policies on placement. In English language arts in secondary school, this means that the district must specify criteria for the assignment of students to an appropriate sequence of English courses.

Advanced High School Honors Courses

If school district boards of trustees choose to offer the advanced high school honors program, they must adopt policies that provide for the program and its courses. Honors courses are those courses that have:

- specific criteria for entry of highly motivated students
- a definite scope and sequence that reflects the nature of the subject
- a differentiated curriculum that includes a wider range and greater depth of subject matter than that of the regular course
- an emphasis on higher level and critical thinking skills
- provision for creative, productive thinking
- stress on cognitive concepts and processes
- instructional strategies that accommodate the learning styles of the students involved
- independent as well as guided research

Those students who fit the specific entry criteria established by the local school district may be placed, then, in English honors courses. These courses are built on the English I, II, III, and IV courses. If the school district offers an accelerated honors curriculum, the fourth year may be built on an Advanced Placement curriculum as described by The College Board.

High School Program and Advanced High School Program

Students of average or above-average ability may be placed in either the regular high school program or the advanced high school program. Many of these students, although capable of the work required by the advanced program, will choose the regular program because their interests lie in areas better served by a wider choice of electives. These students should be assigned to the English rather than the Correlated Language Arts sequence of courses.

Because Correlated Language Arts is designed for students having great difficulty mastering the elements of the English sequence, the district must carefully define criteria that identifies such students. Many districts use a standardized achievement test, assigning to CLA those students who score below the 30th percentile or those who score at least two years below grade level. Other factors besides test scores should also be considered. These include academic records, the advice of former teachers, and the desires of the students. Students should not be placed in CLA merely because they have failed the regular English course. In fact, it should be as difficult for students to enroll in CLA courses as it is for them to enroll in honors courses. In any case, the district should try to make sure that each student is placed in the sequence that challenges sufficiently his or her abilities.

Sequence of Courses

The appropriate sequence for the English program is for students to take English (or CLA) I, then English (or CLA) II, etc. However, students may have to repeat a semester or a year of a given course and may not be able to attend summer school for this purpose. In this case, it is permissible, although less than desirable, for them to repeat the semester or the year of English I, for example, while also taking English II. If students fail one semester of a required English course, the district must make sure that they repeat the appropriate semester. For example, students who fail the second semester of English I cannot make up the required half-credit by repeating the first semester of English I.

Transfer Between Course Sequences

If students are placed in the appropriate sequence of courses, they will probably stay in that sequence throughout their high school career. However, they may have been misplaced or have gained proficiency in English, their second language, and will need to be transferred from English to CLA, from CLA to English, or from ESL to CLA or English.

Transfer from CLA to English

Students who transfer from CLA to English during the school year generally do so at the same grade level (for example, from CLA II to English II). At the end of the year, credit can be given in English if the district has documented evidence that the student has mastered all of the English essential elements at that level.

Students who transfer from CLA after completing a unit generally transfer to the next level of English (for example, from CLA I to English II). Students, however, who have completed one or more units of CLA and who wish nevertheless to transfer to the advanced program must realize that they will have to complete whatever units of the English sequence that they missed. This may result in their having to attend summer school, take two levels of English simultaneously, or even extend their time in high school to more than four years. In such cases, the CLA courses, although not valid for the English language arts requirements of the advanced program, may be counted as elective courses.

Transfer from English to CLA

In some cases, teachers and/or counselors may wonder whether a particular student who is not succeeding in the English sequence should be transferred to CLA, or a student may request a transfer from English to CLA. In such a case, the teacher or counselor ought to weigh available evidence of the student's abilities and avoid placing anyone in CLA who is able to master the English curriculum.

Once it is determined that a student should go into the CLA sequence, however, the transfer should take place at the same level during the school year or to the next level if the student has completed the English unit from which the transfer is being made.

Transfer from ESL to CLA or English

ESL students may substitute up to two units of ESL for required English language arts units in any of the programs in which they are enrolled. What English language arts course ESL students should transfer to, however, is not always clear. Instructors must carefully assess the students' aims and capabilities, taking into account their understanding of the structure of English rather than surface problems such as nonstandard pronunciation or other manifestations of primary language interference. For example, some students who have completed two years of ESL will be ready for English III, whereas others would be better placed in CLA I. The decision for placement, however, should be made only after conferring with the ESL teacher, the content area teacher(s), and the students in question.

Teaching English Language Arts

Reading

The area of language arts most frequently discussed, researched, and emphasized is reading. As a cornerstone for success in school and as a basic life skill, reading is important not only to the individual but to society as well. All teachers need to be aware of the need for and value of reading instruction in their classes. The biology teacher who is also an effective reading teacher recognizes that much of the scientific vocabulary and many of the concepts to be taught will be unfamiliar to the student. And with that information in mind, the teacher prepares instruction to accommodate those needs—vocabulary development, outlining, suggested questions prior to reading, and other strategies that will assist student learning. These teaching techniques are part of good instruction in many curriculum areas, and this framework demonstrates how reading is integrated with content. Skill in reading is critical to learning information in all curriculum areas.

The Reading Process

Reading has no single accepted definition. However, the 1985 Report of the Commission on Reading suggests that the majority of scholars in the field now agree on the nature of reading: it is the process of constructing meaning from written texts. Reading is complex in nature and requires the coordination of a number of interrelated sources of information. Furthermore, the Commission states that reading is a holistic act, that success comes from practice over long periods of time, and that interpretation of the text depends on the background of the reader, the purpose for reading, and the context in which reading occurs.*

How does the process of reading occur? Some scholars think reading may be a "bottom-up" process. In other words, reading begins with identifying letters, then words, sentences, and paragraphs, leading finally to the meaning of the text. Others view reading as a "top-down" process with reader knowledge assuming the important role and the print serving as a stimulus for retrieving this background knowledge. As the reader encounters print, predictions are made and confirmed or rejected. If confirmed, the reader continues; if the reader's predictions are rejected, the reader rereads for understanding. However, the research of this past decade on the nature of reading has led to the conclusion that reading may not be an exclusively bottom-up or top-down process. Reading is instead viewed as an interactive one using information provided simultaneously from several knowledge sources. These sources might include story content, organizational nature of text, semantic content, syntactic structure, and surrounding letters.**

This interactive model of the reading process has led to the following five generalizations by the 1985 Commission on Reading:

- Reading is a constructive process. The reader constructs the meaning of the text from his or her schema or prior knowledge of the topic of the text. Differing degrees of knowledge and variations in interpretation of the text can cause differences in understanding of the material.
- Reading must be fluent. Fast and accurate decoding is essential to the process of constructing the meaning of the text. Automatic decoding permits the reader to interpret the text rather than sound out words letter by letter or syllable by syllable, and such fluency is necessary for comprehension of the material.

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*Commission on Reading, *Becoming a Nation of Readers: The Report of the Commission on Reading* (Washington, DC: The National Institute of Education, 1985), p. 7.

**David Rummelhart, *Toward an Interactive Model of Reading* (Report 56) (La Jolla, CA: University of California, San Diego, Center for Human Information Processing, 1976).

- Reading must be strategic. Readers adjust according to the complexity of the text, their knowledge of the topic, and the purpose for reading. Skilled readers continually monitor their reading for understanding.
- Reading requires motivation. Motivation is one of the keys to learning to read, and readers must remain motivated over a sustained period of time. Varied activities, access to books, and reading assignments in which students experience a high level of success in reading help to sustain interest.
- Reading is a continuously developing skill. It is a skill that continues to improve through practice. The most useful form of practice is reading meaningful text. Perhaps Richard Allington best summarized this idea in his article, "If They Don't Read Much, How They Ever Gonna Get Good?"*

Instructional Strategies

Although knowledge of the process of reading provides the base for the teaching of reading and reinforces the holistic nature of the act, the classroom teacher needs to be cognizant of its practical application for instruction. Observable reader behaviors can be separated into categories of fluency, word recognition, and comprehension.

The reading behaviors listed below have been isolated for descriptive purposes. These behaviors should be viewed as part of an integrated whole and not as a series of isolated skills to be taught, tested, and dropped from the curriculum. The elements of reading instruction are integrated with language arts instruction and other subject areas.

Fluency, as noted in the Report of the Commission on Reading, is a requirement for understanding text. Attention to prosodic features of the language such as rhythm and accent characterizes oral fluency. Also important is rate of reading. Comprehension is, of course, impeded if the reader is unable to decode words automatically. Allowing the student repeatedly to read easy text that requires no teacher assistance and text that might require only some teacher assistance enhances fluency.

Skill in word recognition is another area of observable behavior important to reading instruction. Ability in this skill will vary according to the nature of the text and difficulty level of the material, the reader's prior knowledge, the purpose for reading, and the instructional methodology. Instruction in word recognition should include strategies to aid students in using the context, learning new sight words, and using word mediation skills. For beginning readers and many advanced readers, learning to read past the unknown word is frequently the most helpful contextual analysis skill.

Another useful strategy is teaching students to monitor themselves continually as they read by asking themselves if they understand the text. Sight word and vocabulary development can be taught through background information, the use of new words in a familiar sentence context, and the use of selective visual stimuli to identify words and word parts. Research appears to relate the benefits of learning new words in context to the ability to use them in connected reading.**

Word mediation or phonics is the application of letter-sound relationships and word parts to the identification of unknown words. Teachers use many strategies and variations within each strategy to teach word mediation or word analysis. Classroom teachers customarily use inductive and deductive approaches and combinations of these strategies to assist students in word identification. Deductive phonics instruction emphasizes systematic instruction of rules, followed by application of this knowledge to examples. Students might learn the isolated sound of individual letters then blend sounds to form words. The inductive phonics approach requires students to make generalizations based on their recognition of familiar patterns found in words. Both types of instruction and the middle ground between—a

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*Richard Allington, "If They Don't Read Much, How They Ever Gonna Get Good?" *Journal of Reading* 21 (October 1977), pp. 56-61.

**Maria Ceprano, "A Review of Selected Research on Methods of Teaching Sight Words." *The Reading Teacher* 35 (December 1981), pp. 314-322.

combination of both approaches—have proved successful with students. Word mediation strategies are needed tools for students, and beginning readers or disabled readers in particular need an approach that is consistent. Not all students, however, require the same approach. A flexible approach will enable most teachers to meet the needs of individual students.

Research has also demonstrated that poor readers frequently rely on only one strategy (e.g., overuse of context, word mediation, sounding out each word).* Teachers who provide students with many strategies to increase their understanding of written material and opportunities to practice these strategies in meaningful context will experience more success.

Comprehension is, of course, the goal of all reading tasks. In planning for understanding text, the teacher needs to consider what will aid student comprehension. The student's understanding is influenced by schema or background knowledge, purpose for reading, nature of the text, author's style, and explicit teacher expectation. Questioning strategies—either teacher directed or student directed after instruction by the teacher—assist the student in reviewing known information, combining this knowledge with text information, and accommodating and assimilating the new with known schema. Many student strategies are available such as Directed Reading Thinking Activity (DRTA)**; Survey, Question, Read Recite Review (SQ3R)***; chapter outlining; schematic webbing; and glossing. When any of these are used, they should be introduced, modeled, and practiced until they are automatic and helpful to students. Literal and inferential questions are appropriate ways to guide student responses.

Student self-monitoring strategies (metacognitive strategies) also aid a reader's ability to understand text. Self-questioning uses many of the strategies listed above. As students use metacognitive strategies, they monitor their awareness of understanding, reflect on the text, and realize that when a failure to understand occurs, some corrective action is needed for learning. Corrective action might include rereading, dictionary usage, or assistance from the teacher or a peer.

Reading instruction further requires the teacher to adapt strategies as necessary to accommodate text patterns and internal organizational patterns. Expository text with its informative style might require teacher emphasis on unfamiliar vocabulary, unknown concepts, and printed format. Many of the previously mentioned strategies can be used effectively. For narrative text, teachers can adapt the same strategies to emphasize other instructional needs. Teacher effectiveness research indicates that student achievement increases with teacher-directed instruction conducted at a brisk pace and in a businesslike, supportive manner; with appropriate student placement; and with a high level of student success in answering questions.

Appropriate Student Placement

Important as knowledge of the reading process and instructional strategies are to the teaching of reading, appropriate student placement is the prerequisite for any effective reading instruction. Teachers should monitor their students' reading and provide materials that will permit each student to practice reading on the independent level without teacher assistance and with teacher assistance on the instructional level. No student should be expected to read at a level at which he or she feels frustrated. In addition, once placement is decided, extended time should be provided daily for students to practice connected reading at independent and instructional levels. This reading time improves student reading achievement and appears to foster desirable lifetime reading habits.**** The encouragement of recreational reading and providing access to books is also extremely important. Teachers reading to students will further aid students' understanding, appreciation, and enjoyment of reading.

Although reading is discussed here as separate from writing, listening, and speaking, an effective teacher of reading will integrate the teaching of reading with the other language arts whenever possible.

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*Keith Stanovich, "Toward an Interactive-Compensatory Model of Individual Differences in the Development of Reading Fluency." *Reading Research Quarterly* 16 (No. 1 1980), pp. 32-71.

**Russell Stauffer, *Directing the Reading-Thinking Process* (New York: Harper and Row, 1975), pp.31-72.

***Francis Robinson, "Study Skills for Superior Students in Secondary School," *The Reading Teacher* 15 (October 1961), pp. 29-33.

****Frank J. Guszak, *Diagnostic Reading Instruction*, 3rd edition (New York: Harper and Row, 1985).

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Composition

Understanding the Composing Process

Descriptions of secondary English and Correlated Language Arts courses frequently make reference to **the composing process**. And although the descriptions of elementary English language arts courses do not use the term, nevertheless, the components of the process are included. What exactly is this process?

The composing process is a term used to denote the three stages that writers go through to produce a piece of writing: prewriting, writing, postwriting. Not everyone will use the same terminology, and some will speak of four or five stages; but all instructors refer to the activities that help writers to formulate ideas, get them down on paper, and then refine the text until it expresses what the writer intends.

Prewriting is the stage of the composing process during which ideas are generated, expanded, and refined. The writer observes, reasons, discusses, collects data—in short, does whatever will be helpful in providing a topic to write about and material to enrich that topic. Teachers can assign activities such as library research, journal writing, and free writing in which students at this stage can engage themselves independently, or they can conduct activities such as brainstorming, interviewing, listmaking, and cubing, in which students can work in groups.* The material gathered at this stage will often be rather unfocused, and much of it may not appear in the final draft.

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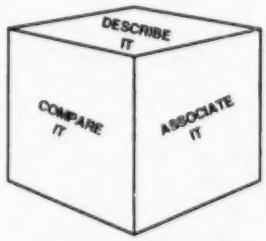
*__Cubing__—This is a method in prewriting that teaches the student how to look at a topic in several different ways. This assignment will take about 30 minutes. Bring a box to class that has been covered in plain paper.



One side of the cube says:	Describe it.
Another side says:	Compare it.
A third side says:	Associate it.
The fourth side says:	Analyze it.
The fifth side says:	Apply it.
The sixth side says:	Argue for or against it.

Rules

1. Use all six sides of cube.
2. Move fast—do not allow the student more than about three to five minutes for each side. (Quick switching makes the cubing work.)
   a) Describe the topic or subject. Look at the subject closely and describe what you see. Colors, shapes, sizes, and so forth.
   b) Compare it. What is it similar to? What is it different from?
   c) Associate it. What does it make you think of? What comes into your mind? It can be similar things, or you can think of different things, different times, places, people. Just let your mind go and see what associations you have for this subject.
   d) Analyze it. Tell how it is made. (You do not have to know; you can make it up.)
   e) Apply it. Tell what you can do with it, how it can be used.
   f) Argue for or against it. Go ahead and take a stand. Use any kind of reasons you want to—rational, silly, or anywhere in between.

In the writing stage, the writer has to focus on one or more aspects of the material gathered at the prewriting stage. This focus will include decisions about the purpose (inform? persuade? entertain?) of the piece of writing, the mode of organization (narration? description?), and the intended audience. These decisions will influence how the writer shapes the language to convey his or her intended meaning. The writer may at this point, for example, decide on an informative/narrative essay that involves telling an audience of peers how to go about rigging a small sailboat. Once these choices are made and the draft set down on paper, a period of "incubation" would be appropriate.

In the postwriting stage, the writer returns to the manuscript and begins the task of clarifying, rephrasing, and improving. The goal is for the piece of writing to express as clearly as possible the ideas the writer wants to convey. Other readers' responses at this time would be helpful, since these responses can be a guide to what needs to be revised. After the writer is satisfied with the revised draft(s), he or she will edit for spelling and mechanics. The final draft submitted will be in the form the author chooses as most appropriate for publication.

In a classroom with very young children who are just beginning to learn about written communication, the composing process will take a slightly different form. Once prewriting activities have been engaged in and the children are ready for the writing stage, the teacher will write on a chalkboard or on a chart tablet what the children compose orally. The teacher can then conduct postwriting activities to help children to make revision and editing choices.

The stages of the composing process generally occur in a recursive rather than a linear manner. For example, while composing a first draft, writers frequently return to activities of the prewriting stage. Indeed, while actually drafting, writers often need further exploration, causing a natural shift once more to the prewriting stage. This leads in turn into the revision stage which itself produces a new draft that may or may not satisfy the writer. Many writers, too, continually revise drafts as they produce them. Different writers will have different ways of proceeding, and what is appropriate for one may not succeed as well for another. Tom Liner* illustrates the process:

> I write half of the first sentence of a paragraph, stop, scratch it out, write that half-sentence again, slightly different this time. The rest of that sentence was there a second ago; now it has evaporated. Something else occurs to me, and I finish the sentence. There are long "silences," one of the important parts of this business of writing, while I watch my interior flow of language and wait for just the right thing to surface. I back up to the paragraph before this one and change or strike out. I jump ahead, anticipating where I want to go next. Other thoughts intrude, and I reread what I've written to get started again. And so it goes.

Teachers need to provide students with as much experience as possible in the composing process to improve their ability to use written language effectively and to increase their confidence in expressing themselves. Although relatively few will become professional writers, students who develop the ability to express themselves clearly and effectively in writing have an undisputedly useful life skill. Working with students on the writing process also provides teachers with numerous opportunities for analyzing and dealing with the real communication needs of the students.

Today one can scarcely describe the composing process without reference to computers and word processors. The recent proliferation of these technological tools has revolutionized the craft of writing as well as writing instruction. Students' groans and protests at teachers' requests to rewrite compositions have given way to a surprising receptiveness toward suggestions for revision and an eagerness to remedy whatever imperfections their writing might exhibit. The word processor has eliminated the drudgery of painstaking recopying, giving the writer the luxury of concentrating on clear and effective expression and elaboration of ideas. But the computer/word processor not only assists by quickly producing the writer's words; there are also excellent software programs that actually help writers go through the prewriting and revision stages, assisting them in exploring and deepening the ideas that form the basis of the piece of writing. School personnel should become familiar with the extraordinary resources available in this area and make every effort to provide writing classes with as many of these excellent tools as possible.

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*Dan Kirby and Tom Liner, *Inside Out* (Montclair, NJ: Boynton/Cook Publishers, 1981), p. 11.

Evaluation of Composition

In recent years, experts in the teaching of writing have encouraged teachers to engage students in the composing process daily. Students learn to write by writing, and rapid gains in their ability occur when writing is done on a regular, daily basis. To many English teachers, however, such a practice may seem an impossibility. Teachers find the grading of written compositions burdensome enough when assigned every week, so how can they handle it on a daily basis? Keeping up with the paper load would seem to preclude daily writing.

However, this is not necessarily so. First of all, not every piece of writing needs to be graded. Some writing, such as journals, will be purely personal, to be shared with but not evaluated by the teacher. Other pieces of writing may be merely first attempts and not final drafts; these, although subject to teacher comments and suggestions, should not necessarily receive a grade.

Second, when teachers painstakingly comb through papers and deduct points for every error, students frequently act in a rather negative or at best indifferent manner. Hence, educators question the advisability of spending a great deal of time grading when results are so negligible.

Despite these cautions, evaluation in a school writing program is important; teachers must give students a grade for work on which they demand students spend significant time and effort. In addition, constructive feedback on student work can contribute to their growth as writers.

Obviously, then, graded assignments are necessary in the public school writing class. However, both the grade and the evaluation must target precisely the tasks the students are required to perform. In the case of writing, the tasks are the generation and organization of ideas for a specific purpose and the formulation of those ideas in writing. A toddler learns to walk by taking the risk of stumbling and falling. Similarly, writers make progress in writing by reaching further than their present abilities and trying new ways of writing, even though they may not be successful. In both cases, guidance can be helpful and encouragement is important. To succeed, the toddler must engage in walking and the writer must engage in writing. Mistakes are often useful as learning experiences for students, and learners should not be impeded by a fear of making mistakes. The goal of the program is not a product such as a piece of writing but the development of the students' writing abilities through participation in the composing process. Thus, since the students' task cannot be defined solely in terms of the product but must also be defined in terms of participation in the process, teachers must evaluate both.

The following brief descriptions of evaluation/grading methods are a summary of Kirby and Liner's chapter, "Grading and Evaluating."*

Grading of Performance

Since the writing teacher is trying to encourage students to take risks and to reach beyond their present capabilities in writing, the fact that students do take risks, even if they are not successful, should count for something. A performance system of grading accomplishes this by acknowledging the attempt rather than grading the quality of the product. The teacher establishes the required level of performance and communicates it to the students; then if students do the assignment—for example, two brief pieces of writing every week—they get the grade. The teacher does not grade the quality of the work, only the fact that it is done.

Grading of Products

In addition to a performance system, teachers will need to grade the quality of the students' products. Often students may be given the option of selecting from their writing folders the composition they feel is ready for teacher evaluation. At this point, several alternatives are available to the teacher.

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*Dan Kirby and Tom Liner, *Inside Out*. (Montclair, NJ: Boynton/Cook Publishers, Inc., 1981), pp. 183-202.

Holistic Scoring: In this type of scoring, the teacher focuses on the piece of writing as a whole, making no corrections, revisions, or suggestions on the paper. The basis of the score is a set of carefully developed criteria the teacher has formulated according to the purpose and mode of the assignment. Although this scoring method gives students no feedback on details of their writing, it can give them some idea of where they stand before a report card grade appears.

Analytic Scoring: The analytic scoring method goes into more detail by selecting specific features of a piece of writing and assigning them relative amounts of importance. Many English teachers are familiar with the Diederich Scale developed at the Educational Testing Service for scoring the SAT essay examinations. The Scale assigns 50 percent of the grade to content and organization, 30 percent to style, and 20 percent to mechanics. The detail this method provides can be more useful to the student but will take more of the teacher's time than scoring holistically.

Checkpoints: This scoring method consists of scales on which different aspects of a composition are rated. The teacher can select particular aspects of writing for emphasis and then rate compositions on a scale from one to five. For example, if elaboration of reasons in a persuasive composition is to be emphasized, the scale might look like this:

Elaboration

1	2	3	4	5
Reasons are bare. Think about ways you can illustrate them.		One reason is well elaborated. Try to think up ways to flesh out others.		Excellent elaboration of reasons. You really make the reader see them.

The teacher uses several scales of this kind on any one set of papers; the scales' contents and weightings depend on what the teacher wants to emphasize. When the teacher uses checkpoints, he or she can focus the grading on whatever is being taught at the time, and the process can be carried out with a certain amount of dispatch.

Peer Evaluation: Although many teachers realize that discussion of student compositions by groups of students is a valuable resource in the writing process, relatively few have had students grade their peers' work. Those who have organized systems for peer grading are enthusiastic about how it encourages students to take responsibility for the quality of their work and develops their sense of critical judgment. The same teachers emphasize, however, the importance of specifying and modeling criteria for grading so that students understand them and are able to apply them. Several peer-grading structures may be used. Among them are:

- cooperative grading, in which the teacher and a small group of students independently read and grade the same paper, using either a holistic or analytic method of grading with prespecified criteria and then average the grades for a final one
- table grading, in which a committee of students (a table) with a carefully appointed leader read and grade a paper the same way as in cooperative grading but without the teacher's participation
- "center of gravity,"* in which groups of about five students point out effective or weak words and phrases in a piece of writing, gradually summarize it, and finally assign it a grade of 3, 2, or 1

Self-Evaluation: Although asking students to assign a grade to themselves is not recommended, students should learn to make accurate judgments about the effectiveness of their writing. Frequent discussions with the teacher and student in brief one-to-one conferences are important to this learning process. Such discussions help students focus on the task before them and on the problems they must solve. However, to save this discussion time for more important issues and problems, students can engage in preliminary self-help strategies. These consist of teacher-devised questions students ask themselves about the piece of writing such as, "What is this about? What is its purpose? What audience am I writing to?" By attempting to answer such questions about their writing, students clarify their ideas, arrive at

*Peter Elbow, *Writing Without Teachers*. (New York: Oxford University Press, 1973).

solutions to organizational problems, and do the groundwork that will help focus on such problems in the one-on-one conference with the teacher. Students can use editing checklists in the same way. Use of such techniques can save both student and teacher time, freeing them for discussion of more important issues and problems.

Any effective method of evaluation and grading is going to involve communication between teacher and student, and the strategies presented here attempt to add consistency and fairness as well as efficiency to that communication. Regardless of the evaluation strategy the teacher uses, no instructor will be able to maintain effective communication (and consequently an adequate evaluation/grading system) with an excessive number of students. The National Council of Teachers of English has frequently stated that writing cannot be taught effectively if classes are too large, and it recommends that writing teachers have "no more than four classes of 25 for secondary school teachers."* Although this ideal is not always feasible, school district administrators may want to recognize that writing teachers are often overburdened and cannot teach writing effectively except in a manageable size class.

Scoring the TEAMS Written Compositions

Most teachers of writing in Texas are familiar with the written composition part of the Texas Educational Assessment of Minimum Skills (TEAMS). Taken by all Texas students at Grades 3, 5, 7, and 9, this minimum competency test requires the student to organize ideas in writing for a particular purpose (expressive, informative, or persuasive) and in a particular mode (narrative, descriptive, or classificatory). This first-draft composition is then evaluated holistically by at least two independent readers and is given a grade ranging from zero to four. The scoring process is called "focused holistic scoring" because the criterion for assigning the grade is the degree to which the paper organizes ideas for a specified purpose and audience.

Since this is a statewide test, stimuli to which students must respond are carefully selected and field tested to make sure that they are appropriate to the age, interests, and experiences of all the students to be tested. Once a stimulus is selected, scoring guides are prepared that describe characteristics of papers at each score level. *Zero* papers, for example, do not address the task at all. *One* papers attempt to address the task but fail to do so acceptably. *Two* papers are minimally successful, *threes* moderately so, and *fours* very successful. Specific characteristics of papers at each scoring level are drawn up in detail, so that there can be as little doubt as possible what score a given paper should receive.

The scoring process is organized so that at each grade level approximately 175 qualified readers (who must have at least a bachelor of arts degree in elementary education or in English language arts) are intensively trained in the particular scoring guide for their group. Then, under the supervision of two scoring directors, each paper is read independently by two readers who must both give it the same score. If scores differ, a third reader is called in to resolve the difference. This process of scoring the 1.2 million papers from Texas schools usually takes about six weeks, and scores are reported to school districts about three months after the tests are given.

In the ordinary classroom atmosphere, students who engage in the composing process have a broad range of options that the testing situation cannot provide. Students perform prewriting activities, for example, in a group, at any place, with a wealth of materials, extending over a long period of time. In the test situation, the student has no contact with others, can use no materials except pencil and paper, and must produce a specified piece of writing at one sitting within a limited time.

Nevertheless, the student who is experienced in the frequent use of the composing process will be far more at ease in the test situation applying the skills of organizing ideas for a purpose and audience and making appropriate language choices than one who never or rarely engages in the process.

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*National Council of Teachers of English, "How to Help Your Child Become a Better Writer," (Urbana, IL: NCTE, 1980).

Planning for Composition

Descriptions of Lessons Emphasizing Composition

Introduction

The lessons described in this section illustrate the stages of the composing process across several grade levels. The writing (composing) process the teacher of beginning students initiates includes the same components used by the high school teacher. The differences are in the complexity of the task and the expectations of the teacher. Teacher, student, and peer interaction occur at all grade levels, but emphasis on types of interaction changes with the maturity of the student and the nature of the writing.

The use of writing folders which are established and maintained throughout the year helps students in the early grades develop an understanding of the continuity of the process. These folders—one for each student—signify that writing will continue from day to day. Each student has a folder, and in it he or she saves any draft to be worked on further. Such drafts will be discussed, revised, discussed again, rewritten, edited, and finally published to become pieces of public writing. Other drafts are discarded—left unfinished or unedited as private writing.

Writing folders also provide students and teachers material with which to evaluate growth as well as provide a place to keep private writing. Student and teacher recognize growth in choice of subjects, in presentation of ideas and supporting information, in mechanics, and in final publication form.

Teachers can decide early in the year how much public writing will be required and how it will be evaluated. Students should also be aware that first drafts which are not completed but are saved in their writing folders can be selected and completed at another time—perhaps a composing time when ideas are not forthcoming and when it would be easier for the student to revise, edit, and publish a piece of writing that was formerly private writing.

This first group of lessons on the composing process suggests how the writing lesson might occur at Grades 2, 4, 7, and 10. The word *lesson* does not denote a single day's work but rather the activities that are included from initiation to completion of a piece of work.

Grade 2

Students of all age groups will find it helpful to write about familiar topics. At the second grade level, students might tie in their interest in community helpers with listening, speaking, and reading opportunities before they begin writing. Students may also hear community helpers speak to the class, or the students may visit their work places or read about their jobs and professions. If the students are unable to read on their own, the teacher may wish to read to them.

Using this format, almost all of the second grade writing elements can be tied to the finished product. These elements include the following from Chapter 75.21,(c)(4) Writing:

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

  (i) use a variety of prewriting activities as sources for later writing
  (ii) stay on the topic

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

  (i) add information omitted in a first draft to subsequent drafts

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

  (i) participate in rewriting conferences
  (ii) analyze structural elements to spell words

(iii) use basic conventions of capitalization and punctuation
(iv) write legible manuscript letters
(v) write complete sentences

For this writing unit, the goal is to elicit compositions that will tell about community helpers. These compositions will have an informative purpose and will be written in a descriptive mode.

The teacher might introduce this writing unit with a colorful display of hats of community helpers. These might include hats of members of the police force, fire department, and post office. Others included might be a nurse's cap, a hard hat, and military caps.

With hats prominently displayed, the teacher initiates a brainstorming activity. In most second grade classes, whole class participation with the teacher acting as recorder is probably the easiest and most productive way to brainstorm. Students need to be reminded that all ideas are acceptable, to call out ideas as they think of them, not to be critical of the ideas of others, and, while working spontaneously, to try to speak one at a time. Teachers working with the whole class need to make certain all students participate.

After five minutes of brainstorming, students and teacher group the ideas, and the students decide individually whether to write about the work of all community helpers or only one or two. Students should start writing easily after this initial thought-provoking and organizing period. Students use the first minutes of the writing period to write individually. Later in the period, the teacher assists those who need help in beginning or proceeding with their composing. Because students may need time for thoughtful reflection, a period of silence is an acceptable part of the writing process.

At the end of the 15- or 20-minute writing period, students place their work in prepared student folders so that it is available for the next step. The teacher might end this period with questions about how the writing proceeded and by asking a few students to share at this time.

During the following writing session, students in small groups meet with the teacher to read compositions, to discuss areas that are not clear, and to make suggestions for rewriting. Initially, the teacher must guide the questions and provide a model of positive feedback and questioning strategies. Statements or questions such as "I liked the part best when . . ." or "What did you mean when . . .?" or "I'd like to know more about . . ." couched in positive terms help to clarify for the student areas that need rewriting. Following the discussion, students use the feedback to revise their compositions.

The next stage of this process is final proofreading before publishing, and for this, a checklist of questions on basic conventions posted in the classroom can be used. Students can check for complete sentences, capitalization and punctuation, legibility, and proper usage of English grammar. Spelling lists of most frequently used words should be available to students at their desks. After initial student checks, the teacher and the student together should read over the composition a final time.

The class now decides publishing details. Will this writing be illustrated and bound as an individual book, or will it be part of a bulletin board? Will it be part of a class book on community helpers? Or will writings be typed, each class member having a group booklet? Format and illustrations are an important consideration of the publishing stage.

These activities have allowed all class members to participate in each of the stages of the writing process, and each student has a finished product to share and enjoy. Purposeful composition activities can produce successful writers.

The teacher can evaluate this writing in an informal way. As the writing process extends over a period of several days, the teacher documents student participation in prewriting activities, actual writing and editing, and final publishing. Teachers should look for student growth in these activities and should be aware of each student's capabilities.

Grade 4

At Grade 4, a writing assignment might concentrate on a particular skill to be developed. Writing tasks should be purposeful to the students, and the teacher should select topics with this concept in mind.

For example, students are genuinely concerned about the quality of food in the cafeteria and may want to write persuasively on this topic.

In this writing assignment, essential elements from Section 75.21, (e)(4)Writing are:

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

  (ii) expand topics by collecting information from a variety of sources

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

  (i) present a set of reasons intended to persuade
  (ii) delete superfluous information to address the purpose and audience more effectively

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

  (i) participate in rewriting conferences
  (ii) use a systematic method to spell words independently
  (iii) apply conventions of punctuation and capitalization
  (iv) write legible cursive letters
  (v) join related sentences into paragraphs

The teacher and students might decide in informal discussion over a period of time that the cafeteria food would improve if the students could help plan the menu. Then the teacher could assign a persuasive composition attempting to prove this point.

Prewriting activities should include teacher and students discussing as a group or in several small groups the ideas that have been suggested in the informal exchanges. The individual teacher needs to make the decision concerning grouping for this activity. If the class has had the opportunity for small-group work and functions productively in small groups, then this arrangement will provide more opportunities for individuals to participate. Whether the students are in small groups or in one large group, the teacher can function as the overall leader.

Questions the teacher might suggest to stimulate thinking and discussion of the total plan would include: 1) What is my goal? This question provides the students with the opportunity to discuss what they want to accomplish. Do they want to participate in menu planning? How would student participation ensure more desirable food choices, etc.? 2) Whom do I have to persuade to achieve my goal? In this assignment, the teacher might answer this question since there already is an appropriate audience to address. In many other instances of persuasive writing, a complete discussion would be appropriate as the decisions are made regarding who the intended audience would be. 3) What is the best way to persuade my audience? The teacher should use this opportunity to identify and discuss the various ways to persuade audiences. Students are aware of and subjected to many of these appeals in their daily life. This is an opportune time to discuss why each type of persuasion is effective and the instances in which it is most applicable.

Types of appeals to discuss might include appeals to reason, presenting facts and reasons; appeals to emotion, aiming at the heart and not the head; appeals to authority; or the testimonial approach by which distinguished people support the idea. Another possible approach is humor, which sometimes helps people to become more open, relaxed, and receptive. (4) What could happen if the goal is reached? Students would discuss ideas that would be appropriate if this action were effected. Suggestions might include student enjoyment of the lunch period, more students eating nutritious lunches, less waste, etc.

The writing period follows the prewriting activities. Since a letter is the final publication format, the teacher should review letter writing form. Following the review, the teacher moves around the classroom providing assistance to individuals. Differences in composing ability at this level often prompt the teacher to have students react to each other to clarify ideas, ask for additional information, and suggest revisions. Rewriting continues with teacher/student and/or student/student conferences progressing as students

work to include the information to support their goal with the appropriate actions to be taken to persuade their audience. A checklist of questions on basic conventions applicable to Grade 4 writing should be provided for each student as should spelling lists for student correction of spelling errors before final proofing with the teacher. Following this meeting with the teacher, the student completes the final letter writing.

Grade 7

To help students grow as readers and as writers, the teacher can use literature to motivate their writing, thus integrating several Grade 7 essential elements. One element, "Use the composing process to plan and generate writing," will be the focus. As the work proceeds, four other essential elements will be integrated: a second element from writing, "use direct quotations from written and oral sources"; one from literature, "follow plot and character development in stories"; and two from reading, "identify the author's point of view and purposes" and "perceive cause and effect relationships." The opportunity for including these other essential elements will occur naturally as the writing continues.

During the prewriting stage of the writing process, students are to become familiar with two stories by listening to the audiotapes of one or both stories or by reading one or both stories silently and subsequently participating in class discussion about the plots and characters.

The two stories upon which this assignment is based are "The Day the Sun Came Out" by Dorothy Johnson and "The Dinner Party" by Mona Gardner. (An alternate pair of stories contrasts Jimmy in "The Nest" by Robert Zacks to Dave in "Spoil the Child" by Howard Fast.)

Students will write a persuasive paper about who is braver: Mary in the first story or Mrs. Wynnes in the second. The mode of organization will be comparison and contrast. As the prewriting stage progresses, the teacher will suggest that students brainstorm about Mary and Mrs. Wynnes, jotting down each character's name with words used to describe her in the story and considering the topic (bravery), the audience (classmates who have read the stories), the purpose (persuade), and mode (compare and contrast). After dividing a paper into two columns, one for Mary and one for Mrs. Wynnes, the student will write below each character's name any words, phrases, and abbreviated comments the author made about her in the text or by the characters in the story.

The writing stage comparing or contrasting Mary's bravery with that of Mrs. Wynnes will include students organizing their ideas in such a way that they are convincing in their arguments. The teacher should provide instruction on how to include appropriate direct quotations from the stories. The students may want to try writing two or three introductions or introductory paragraphs, looking for the most effective approach to their persuasion. The teacher should remind students that their primary task is to get ideas down on paper in an organized form. They are to scratch out, draw arrows, insert, and not be concerned about accuracy in spelling or mechanics at this time. The first drafts, like soft clay for sculpting, emphasize the need to work on the main ideas; details come later. Thus students should not interrupt themselves to look for words in the dictionary or ask for help in such a way that they lose their train of thought.

After writing and rewriting over a period of several days to find the most effective ways to communicate their ideas, the students will have their final rough drafts ready for revision, review, and sharing. The teacher and two or three students then meet not to edit but to discuss ideas, content (especially the strength of the reasoning in making comparisons and contrasts), fluency of the writing, and clarity of communication. In this conference, they test the strength of their persuasion against that of classmates who said the other character was the braver. At the conclusion of the conference, students' writing folders, kept filed in the classroom, are brought into play. After the students consider their feelings and attitudes about the general success of this latest composition, they compare it to previous compositions they have written. They have three choices at this point. They can complete and turn in to the teacher this latest composition. They could also place this final rough draft in their folders and take out the final rough draft of an earlier composition they consider better than the present one. This they edit and complete for submitting to the teacher. Finally, they could choose this occasion not to write, placing the almost-completed compositions in the folders, perhaps for another time.

Grade 10

The essential element, "Use the composing process to plan and generate writing," may be continued at the tenth grade using a variety of techniques. Considering the preceding Grade 2 model in which the teacher provided an interesting array of hats to motivate students, the Grade 10 teacher might use the same hat display idea (firefighter, police officer, engineer, athlete, diver, military person, medical person, cleric, and others). During prewriting, the teacher might ask students to associate each hat with an idea and to jot down a word list for each hat. These words should be ones used to refer to the job itself, the person who wears such hats, or to feelings and attitudes the hats as symbols evoke. The teacher then directs students to begin organizing their ideas into semantic webs. As students are going through this process, they are to consider purpose and audience for the composition. Possible assignments include a composition written for a group of students to inform them about and/or persuade them to choose a particular career or profession; a composition to describe the character of someone already in the career, written for those preparing for that work; or a letter to persuade an editor, a corporation, or a congressional committee that persons in this job should receive greater recognition, pay, or other benefits.

If the prewriting is done within a class period with incubation overnight, the students may want to engage in another effective activity: expanding their information-gathering skills through an interview. The interview could be scheduled with a member of a particular career or someone knowledgeable about the job.

In the prewriting activities, students may have multiple foci and may explore several facets of the general topic. Much of this material will not be used in the actual composing.

Writing the first draft may resemble the latter stages of prewriting, as students may frequently scratch out and refer to prewriting materials. There may be, then, more than one first draft as students experiment, trying to find the most effective way to communicate. During this time, too, students should work to integrate three other essential elements for Grade 10: from literature, "recognize point of view in literary selections" and "identify use of basic symbols in literary selections," and from language, "vary word and sentence choice for purpose and audience."

During revision time, the student may write and revise, ask for peer review and comments, and then write the final copy. The teacher may suggest peer editing as part of the proofreading/revision process.

Because of the nature of this particular writing activity, the teacher may ask that the publishing of the composition take the form of a speaking-listening activity. The students, given a time limit, may present parts of their compositions or a summary of them to the class. In some cases, students may want to revise their work, adapting it for their audience. Sometimes the teacher will announce at the outset the manner in which the compositions will be shared or published, encouraging the students to write for this particular audience from the beginning. For this listening-speaking event, the teacher can provide for everyone small uniform pieces of paper on which listeners can make helpful, thoughtful comments to the speakers at the end of their sharing.

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Integrated Language Arts

Introduction

Reading, writing, spelling, handwriting, speaking, and listening skills are all crucial components of an English language arts program. Not to be seen as independent skills, each component should be viewed as part of an integrated curriculum.

The sample unit plans presented here have been designed to illustrate the integration of these components. These sample plans also combine essential elements from other subject areas such as social studies, art, and health and integrate them with the English language arts.

Teachers and administrators should view the following samples as outlines. Each one supports the philosophy that all students should be involved in meaningful instructional activities. Teachers can provide materials at the appropriate level of difficulty to enable successful completion of tasks. Since the following sample plans are presented merely to assist future planning, the teacher or administrator will want to adapt them to meet the needs of the school district and the individual classroom.

Sample Unit Plans

Grade 2

Overview

This sample unit plan provides a simple outline or skeletal structure that can be adapted to meet the needs of any classroom. For example, the unit could focus on American families or families from around the world. Each teacher would adapt the plan to illustrate:

- how essential elements from various content areas can be incorporated into one unit emphasizing the language arts
- how a daily plan, weekly plan, or six-weeks plan can focus on a theme such as families

The sample plan is to be viewed as a guide to creating units. Activities and resource lists are provided.

This unit reflects the philosophy that all students must be engaged in instructional activities that are meaningful to them. In addition to addressing the essential elements, the teacher should provide students with at least the following: time to read a variety of books, frequent challenges to write for specific audiences, opportunity to develop oral language skills in a number of different contexts.

Sample Unit Plan Format

Behavioral Objective
The student will read a story of his or her choice about families for approximately 20 minutes without teacher assistance. The student will share the story with the class through discussion that the teacher guides. (See Resource List, pages 83-84, for suggested titles.)

Essential Elements

Ch. 75.22

(c)(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

- (i) use complex phonics: initial blends, digraphs, diphthongs
- (ii) use complex structural analysis: root words, common affixes, contractions
- (iii) acquire basic sight vocabulary
- (iv) use context clues

(c)(1) Listening. Developing skill in attending to, responding to, and analyzing oral communications. The students shall be provided opportunities to:

(C) identify the main idea of a speaker's message

(c)(2) Speaking

(A) Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to:

- (ii) use a variety of words to express feelings and ideas
- (iii) speak clearly to a group

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to:

- (i) elaborate and use description when relating events orally

(c)(3) Reading

(B) Developing vocabulary to understand written material. The student shall be provided opportunities to:

- (i) relate experiences with appropriate vocabulary in complete sentences
- (ii) understand the meaning of words in context

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

- (i) identify the main idea of several paragraphs
- (ii) recall important facts and details from a selection
- (iv) distinguish between fantasy and fact
- (v) summarize a selection

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

- (ii) respond to various forms of literature
- (iii) become acquainted with a variety of selections, characters, and themes of our literary heritage
- (iv) select books for individual needs and interests
- (v) follow story line involving several characters
- (vii) understand the feelings and emotions of characters

Behavioral Objective
With the teacher, the student will write a story as a guided practice for writing the actual paragraph independently. This practice will be in the form of a language experience story.

Essential Elements

(c)(1) Listening. Developing skill in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to:

(C) identify the main idea of a speaker's message

(D) respond to a speaker by asking questions and contributing information

(c)(2) Speaking

(A) Developing fluency in using oral language to communicate effectively. The student shall be provided opportunities to:

(ii) use a variety of words to express feelings and ideas

(iii) speak clearly to a group

(iv) respond to thoughts expressed by others in group discussions through questioning and contributing related ideas

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to:

(i) elaborate and use description when relating events orally

(c)(5) Language. Developing skill in using the grammar of English for effective oral and written communications. The student shall be provided opportunities to:

(A) use correct singular and plural forms of regular nouns

(B) use correct forms of common irregular verbs and the verb "to be"

(c)(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) use a variety of prewriting activities as sources for later writing

Behavioral Objective
The student will describe his or her family by writing a descriptive paragraph and will include illustrations for a book.

Essential Elements

(c)(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) use a variety of prewriting activities as sources for later writing

(ii) stay on the topic

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(i) add information omitted in a first draft to subsequent drafts

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) participate in rewriting conferences

(ii) analyze structural elements to spell words

(iii) use basic conventions of capitalization and punctuation

(iv) write legible manuscript letters

(v) write complete sentences

(c)(5) Language. Developing skill in using the grammar of English for effective oral and written communications. The student shall be provided opportunities to:

(A) use correct singular and plural forms of regular nouns

(B) use correct forms of common irregular verbs and the verb "tc be"

(c)(4) Writing

(C) Applying the conventions of writing correctly to produce effective compositions related to the family.

The student shall be provided opportunities to:

(ii) analyze instructional elements to spell words

The sample unit format, in general, addresses selected essential elements from social studies, "identify several groups to which students belong"; health, "recognize the health of the family is dependent upon the contributions of each of its members"; and art, "express individual ideas, thoughts, and feelings in simple media, including drawing." Teachers could choose to focus more specifically on these elements depending on the materials and topics discussed.

Teacher Procedures

1. The teacher may provide students with a group of books and allow them to select stories of their choice they can read without teacher assistance for approximately 20 minutes. The stories are to be about families.

2. The teacher provides time for students to discuss and share their stories. The teacher may want to limit sharing time to a brief discussion to maintain high levels of interest. For example, the teacher could center the students' discussion of their books on the following questions: What is the name of the family in the story? Who are the members of the family? In what country does the family live?

3. The teacher will ask students to compare their own families with the families they read about.

4. The teacher will ask students to discuss their ideas as the teacher writes on the board, chart tablet, etc. As students discuss their families, the teacher can generate a spelling list of words for the week. The list of words will also assist students writing their descriptive paragraphs.

5. The teacher will have the students, as a class, categorize their ideas on the board. For example, Family Members, Family Activities, Family Customs and Traditions.

6. The teacher asks students to write descriptive paragraphs about their families and to illustrate them. The teacher reminds the students that the first draft is to be a rough draft and that they should go through the writing process steps: prewriting, writing, revising, publishing. The teacher reminds students to use the spelling word list and word keepers* for their compositions.

7. The teacher may want to have the students share their compositions with the class.

8. As final copies are completed and illustrated, the teacher can have them bound into a book.

Evaluation for Unit

This unit has a high degree of oral participation; therefore, the teacher may choose to evaluate each student on an individual basis. Using the following list of questions is one of many ways the teacher can evaluate the student's progress.

1. Did the student sustain his or her reading for the specified time?

2. Did the student make logical comparison and contrasting statements when comparing the family in the story with his or her own family?

3. Did the student to the best of his or her ability participate in the oral language experience story?

4. Did the student listen attentively when sharing books and compositions?

5. Did the student practice the composing process, writing a rough draft before revising?

6. Did the student use the word keeper or spelling list during the revising stages of the composing process?

These questions address the behavioral objectives found in the unit plan. The teacher can determine a numerical score that corresponds with the student's level of participation and ability.

*A word keeper is a list of words commonly misspelled that students may keep at their desks to refer to. The original list may include high-frequency words from the student's basal reader. These lists grow as students add to their personal word keepers. When students ask the teacher how to spell a word, it is added to the student's word keeper.

Sample of a Word Keeper

[A]	all apple always attic	
[B]	butter because	(Words are added and do not need to be in alphabetical order, just categorized by letter.)
[C]	coming call creature	

Resource List

Reference Books

Issacson, Richard, and Bogart, Gary, eds. *The Children's Catalog*. 14th ed. Bronx, NY: Wilson, 1981.

Tway, Eileen, ed. *Reading Ladders for Human Relations*. 6th ed. Urbana, IL: National Council of Teachers of English, 1981.

White, Mary Lou, ed. *Adventuring with Books*. Urbana, IL: National Council of Teachers of English, 1981.

Winkel, Lois, ed. *The Elementary School Library Collection: A Guide to Books and Other Media*. 15th ed. Phases 1,2,3, Williamsport, PA: Brodart, 1986.

Gillespie, John T., and Gilbert, Christine B., eds. *Best Books for Children Preschool through the Middle Grades*. New York, NY: R.R. Bowker, 1981.

Sutherland, Zena, et al, eds. *Children and Books*. 6th ed. Glenview, IL: Scott, Foresman, 1981.

Dreyer, Sharon S., ed. *The Bookfinder*. Circle Pines, MN: American Guidance Service, 1985.

Also see Dewey Decimal reference numbers 300 through 306. Nonfiction Books.

Nonfiction Books

Fyson, Nance L., and Greenhill, Richard. *A Family in China*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Family in Egypt*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Family in Jamaica*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Family in France*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Family in India*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Family in Nigeria*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Family in West Germany*. Minneapolis, MN: Learner Publications, 1985.

_____. *An Aboriginal Family*. Minneapolis, MN: Learner Publications, 1985.

_____. *An Arab Family*. Minneapolis, MN: Learner Publications, 1985.

_____. *A Pakistan Family*. Minneapolis, MN: Learner Publications, 1985.

_____. *An Eskimo Family*. Minneapolis, MN: Learner Publications, 1985.

Musgrove, Margaret. *Ashanti to Zulu: African Traditions*. New York, NY: Dutton, 1976.

Regan, Mary. *French Family*. London: A and C Black Co., 1982.

Simon, Norma. *All Kinds of Families*. Niles, IL: A. Whitman, 1976.

Fiction

Association for Childhood Education International. *And Everywhere Children!* New York: William Morrow and Company, 1979.

Baron, Virginia Olsen, ed. *Here I Am: An Anthology of Poems*. New York: Dutton, 1969.

Blume, Judy. *Tales of a Fourth Grade Nothing*. New York: Dutton, 1972.

dePaola, Tomie. *Now One Foot, Now the Other*. New York: Putnam, 1973.

_____. *Nana Upstairs and Nana Downstairs*, new ed. New York, NY: Penguin, 1973.

Lampman, Evelyn Sibley. *Go Up the Road*. New York: Antheneum, 1972.

Lattimore, Eleanor Frances. *A Smiling Face*. New York: Harcourt, 1973.

Leech, Jay, and Spencer, Zane. *Bright Fawn and Me*. New York: Harper Jr. Books, 1979.

Mathis, Sharon Bell. *The Hundred Penny Box*. New York: Viking Press, 1985

Phipson, Joan. *The Family Conspiracy*. San Diego, CA: Harcourt, 1966.

Wells, Rosemary. *Noisy Nora*. New York: Dutton, 1973.

Yolen, Jane. *No Bath Tonight*. New York: Crowell, 1978.

Waber, Bernard. *Ira Sleeps Over*. Boston: Houghton Mifflin Company, 1972.

Grade 5

Overview

Grade 5 students read expository text to gain information. This sample unit plan provides a strategy to assist students who are reading more difficult kinds of text and to introduce them to writing a report. Many students have had little experience reading expository material and reporting the information learned.

The sample unit demonstrates that essential elements from other content areas can be incorporated into one unit emphasizing the language arts. The sample plan, activities, and resource list are to be used as an outline in developing units for curriculum guides. The sample unit plan is only one of many ways teachers can incorporate content-area essential elements in language arts.

Sample Unit Plan Format

Behavioral Objective
The student will read a self-selected book about other cultures without teacher assistance for approximately 20 minutes.

Essential Elements

Chapter 75.22

(f)(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

(i) use complex structural analysis to identify words with two or more prefixes and/or suffixes

(ii) use context clues for word identification

(B) Developing vocabulary to understand written material. The student shall be provided opportunities to:

(i) relate experiences with appropriate vocabulary in complete sentences

(ii) use context to understand the meaning of words

(iii) understand content area vocabulary

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(ii) respond to various forms of literature

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage

(iv) select books for individual needs and interests

(v) recognize differences in first and third person point of view

(vi) describe the time and setting of a story

(vii) understand the feelings and emotions of characters

Behavioral Objective
The students will as a group generate appropriate questions about an unfamiliar culture. The students will predict answers to stimulate background knowledge.

Essential Elements

(f)(3) Reading

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(vi) understand cause and effect relationships

(vii) predict probable future outcomes or actions

Behavioral Objective
The students will predict as a group appropriate answers to the questions.

Essential Elements

(f)(3) Reading

(C) Using comprehension skills to gain meaning from whatever is read. The students shall be provided opportunities to:

(vi) understand cause and effect relationships

(vii) predict probable future outcomes or actions

Behaviorial Objective
The students will read or listen to a story to check their answers.

Essential Elements

(f)(1) Listening. Developing skills in attending to, responding to, and analyzing oral communications.

The student shall be provided opportunities to:

(A) employ active listening in a variety of situations

(C) follow the logical organization of an oral presentation

(D) select from an oral presentation the information needed

(f)(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

(i) use complex phonics: initial blends, digraphs, diphthongs

(ii) use context clues for word identification

(B) Developing vocabulary to understand written material. The student shall be provided opportunities to:

(i) relate experiences with appropriate vocabulary in complete sentences

(ii) use context to understand the meaning of words

(iii) understand content area vocabulary

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(i) identify an implied main idea of a longer selection

(ii) recall specific facts and details that support the main idea and/or conclusion

(iv) distinguish between fact and nonfact

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

(v) use graphic sources for information such as tables and lists, charts and graphs, maps and globes, timelines, pictures and diagrams, scale drawings, transportation schedules

(vi) adjust the method and rate of reading to the purpose and type of material including study-type material

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(ii) respond to various forms of literature

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage

(iv) select books for individual needs and interests

(vi) describe the time and setting of a story

(vii) understand the feelings and emotions of characters

Behaviorial Objective
The students will categorize questions and answers. The students will dictate a joint rough draft to the teacher.

Essential Elements

(f)(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) use a variety of prewriting activities as sources for later writing

(ii) stay on the topic

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(ii) narrate events in chronological order

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(ii) analyze structural elements to spell words

(iii) use basic conventions of capitalization and punctuation

(f)(5) Language. Developing skill in using the grammar of English for effective oral and written communications. The student shall be provided opportunities to:

(A) use correct singular and plural forms of regular nouns

(B) use correct forms of common irregular verbs and the verb "to be"

Behavioral Objective
The students will edit the rough draft as a class.

Essential Elements

(f)(4) Writing

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) participate in rewriting conferences

(ii) spell increasingly complex words

(v) write complete sentences

(f)(5) Language. Developing skill in using the grammar of English for effective oral and written communications. The student shall be provided opportunities to:

(A) use correct agreement between pronouns and antecedents

(B) use correct forms of irregular verbs

The sample unit format, in general, addresses selected essential elements in social studies, "describe similarities and differences among people," and art, "apply art knowledge and judgment (person, home, community)." Teachers could choose to focus more specifically on these elements depending on the materials and topics discussed.

Teacher Procedures

1. The teacher directs students to read independently for 20 minutes a self-selected book about other cultures.

2. The teacher asks students to think of some questions they would like answered about the unfamiliar culture. If students have difficulty getting started, the teacher may generate questions, listing these on the board, chart tablet, etc.

3. The teacher has students predict answers to questions to activate the students' background knowledge.

4. The teacher reads a selection or asks students to read the selection independently.

5. Together the teacher and the students check the predicted answers with those found in the text.

6. The teacher discusses with students the information that was learned with students. The teacher may wish to discuss information not answered in the story and guide students to look for answers to their questions.

7. The teacher discusses with students other information learned. The teacher lists information with questions and answers.

8. The teacher categorizes questions and answers with the students as a class. For example, categories can include customs, traditions, family structures, religion, occupation, etc. Write these categories in a data chart such as is described in the following section, "Constructing a Data Chart For Use in Research Composition."

9. The teacher discusses with students how the categories organize the information for a report.

10. The teacher begins writing a rough draft with the class. As students dictate, the teacher writes on a chart tablet.

11. The teacher asks the students, as a class, to edit the report. If necessary, they may cut and paste to move sentences and paragraphs.

12. The teacher may wish to type and distribute final copy to students.

13. The teacher may wish to provide time for students to read reports.

Enrichment Activities

The teacher may provide a choice of topics to categorize in data chart form for students who demonstrate an ability to write and predict questions and categorize and who are able to use resource materials in the library with little teacher assistance. Students may present oral reports to the class on their findings. Teachers should encourage students to illustrate and use graphic aids if their reports are to be presented to the class and to use data charts such as the one described on page 92.

Activities for the Remedial Student

Teachers should provide many guided reading sessions in small groups of six to eight for the remedial student. The students could ask questions and predict answers and then spend approximately 20 minutes reading materials on their instructional and independent reading level. Teachers should check students' understanding of material by having them add, in their own words, information learned from reading and answering the listed questions. Remedial students must be provided both materials that enable success and time to practice connected reading.

Constructing A Data Chart For Use In Research Composition

Teachers may use a structured comparison chart* to help students learn how to write a report. The comparison or data chart can be a helpful guide in instructing students in the skills of (1) abstracting question-relevant information from a source, (2) organizing the abstracts for easy comparison, (3) comparing and synthesizing discrete facts from different sources into coherent general statements, and (4) subordinating different kinds of elaborative or qualifying material. An example of a completed structured chart appears in Figure 6.

The teacher's preparation includes becoming acquainted with this format and preparing a set of materials for class use as well as an example chart and report before introducing the skill to the students.

After an initial statement that this lesson will introduce a way to gather data and write a report using the information, the teacher begins instruction by distributing the duplicated data chart to students (see Figure 7) and explaining to them how the chart will be used. The teacher might also use the overhead projector to work with the class. The teacher will explain that students will work together to generate information and to complete a data chart as a model prior to writing individual reports.

The teacher and students might choose a topic that interests students or a theme the teacher has preselected. After choosing and listing the topic, the teacher and students all discuss sources of information. Likely sources available to students would include the classroom library, school library, and the local library. Alternate sources should also be discussed. As a group, the class will then select three relevant sources from which information could be obtained. Using these sources, the teacher will show students on an oversized chart the correct bibliographic entry form. The teacher will then have the students complete individual charts and will generate with the students two or three major research questions to be answered. Again, this process should be illustrated on an oversized chart with the students duplicating the information on their individual data charts.

The teacher will illustrate the next step—selection of data—by reading selected portions from each source and talking through with students the information that would be helpful in answering the selected research

*Gary McKenzie, "Data Charts: A Crutch for Helping Pupils Organize Reports," *Language Arts* 56 (No. 7, 1979), pp. 784-788.

questions. Students should reword pertinent information. The teacher will write it on the sample chart or on the chalkboard while the students write in the information on their individual data charts. The teacher will continue this process with all three sources. Together the teacher and students will discuss and summarize the information listed under the first question. Again, teacher and students will fill in their charts. The teacher will repeat this discussion and summarizing process for each question.

Upon completion of the data chart, teacher and students will work together to compose the report. Each cell of the data chart can be used to write a paragraph. Working together, the teacher and students will construct introductory and concluding paragraphs. The teacher should then review the completed report to check that the information is complete and the transition paragraphs tie in with the body of the data chart. Each student should now have a completed report. This completed report will serve as a model for the individual report writing.

Now the teacher will share the example prepared earlier. This chart and report will address a different subject. Copies should be given to students and material discussed thoroughly with time allowed for reflection and questions. Both sets of charts and reports should then be posted for classroom use.

Depending on the ability of the students, data charts with additional questions or cells can be constructed by individuals; or individual students can research one area of a topic such as "Cultures" and discuss, compare, and generalize the information across cultures or groups. These methods should produce more complex and longer reports.

Questions will arise about the structured nature of this process, but research has shown that both slow and fast learners can profit by having an exercise that helps them understand how to succeed in report writing.

Steps for constructing a data chart are:

I. Prepare materials.

   A. Duplicate copies of blank data charts for student use.

   B. Write and duplicate copies of a completed data chart and an accompanying research paper.

II. Introduce the data chart.

   A. Explain the assignment. (Students will write research reports on selected topics.)

   B. Choose a topic.

      1. Discuss how to choose a topic.

         a. student interests

         b. theme provided by teacher, with sample topics provided

      2. Write in the chosen topic on data chart.

   C. Teach sources of information.

      1. Determine where to obtain information.

         a. classroom library

         b. school library

         c. local library

         d. library alternatives (anyone or anywhere that may be a source of information)

      2. Have students write on the data chart three relevant sources that could be used to obtain information on the selected topic using the correct bibliographic entry form.

D. Develop with the students questions for investigation.

1. Generate answers to two or three major questions.
2. Write in two or three major questions on the blank data chart.

E. Direct students to collect data.

1. Have students skim sources for information on selected topic.
2. Read selected portions of sources that deal with the two or three major questions you want to answer.
3. Write important data in abbreviated form on the data collection chart.

F. Summarize data.

1. Summarize data for each question on the data chart.
2. Write data in abbreviated form in the summary space provided on the data chart.

III. Compose the paper.

A. Write a paragraph for each cell on the data chart. (Use summary data for the topic sentence.)

B. Construct an introduction and a conclusion.

C. Organize and write the paper.

Evaluation for Unit

Because this unit provides the student with the opportunity to participate in many group discussions, the teacher may find an informal evaluation strategy useful. One way the teacher could determine a grade for participation is to look at each student's ability and potential. For example, the following list of questions may be viewed as criteria for grading.

1. Did the student to the best of his or her ability contribute to the prereading discussion?
2. Did the student sustain his or her reading of the selection?
3. Did the student participate in the group discussion after the reading?
4. Was the student able before reading to begin making predictions and forming questions with little teacher assistance?
5. Did the student engage in the composing process?
6. Did the student make logical attempts to spell words correctly during the revising stages of the composition?
7. Did the student use spelling aids such as dictionaries, spelling lists, etc.?
8. Did the student listen attentively and courteously to other students?

These questions address the behavioral objectives and essential elements listed in the unit. The teacher may assign a numerical score to correspond with the level of participation observed. Each student would be evaluated according to his or her ability and potential.

Resource List

Fiction

Blume, Judy. *Tales of a Fourth Grade Nothing*. New York: Dutton, 1972.

Greenfield, Eloise. *Talk About A Family*. New York: Lippincott, 1978.

Hamilton, Virginia. *Zeely*. New York: Macmillan, 1967.

Lampman, Evelyn Sibley. *Go Up the Road*. New York: Atheneum, 1972.

L'Engle, Madeline. *Meet the Austins*. New York: Vanguard, 1960.

Mathis, Sharon Bell. *The Hundred Penny Box*. New York: Viking Press, 1975.

Phipson, Joan. *The Family Conspiracy*. New York: Harcourt, 1964.

Yashima, Taro. *Crow Boy*. New York: Viking, 1955.

Nonfiction

Allen, Thomas B. *Where Children Live*. Englewood Cliffs, NJ: Prentice Hall, 1980.

Drescher, Joan. *Your Family, My Family*. New York: Walker and Co., 1980.

LeShan, Eda. *Grandparents: A Special Kind of Love*. New York: Macmillan, 1984.

Naylor, Phyllis Reynolds. *Getting Along in Your Family*. Nashville, TN: Abingdon, 1976.

Tax, Meredith. *Families*. Boston: Little Brown Company, 1981.

Wolf, Bernard. *In This Proud Land: The Story of a Mexican American Family*. New York: Lippincott, 1978.

Grade 9

The following unit is a thematic model incorporating many of the English language arts essential elements and exemplifying yet another way to plan and organize lessons. This model is organized differently than the previous two elementary models, illustrating that there is no one best way to write units in curriculum guides and no one best way to write lesson plans.

The theme of the unit is "Understanding Older Persons, Thereby Helping to Dispel Prejudice."

Chapter 75.61 Essential Elements to be Incorporated

Literature
(a)(3)(D) recognize cultural attitudes and customs in literary selections

(a)(3)(A) recognize the major differences among poems, short stories, plays, and nonfiction

(a)(3)(E) use basic literary terminology

(a)(3)(C) recognize point of view in literary selections

Writing
(a)(1)(B) write descriptive, narrative, and expository paragraphs

Language
(a)(2)(B) choose appropriate words to convey intended meaning

DATA CHART

Sources \ Questions	1. What do Chinese families eat?	1. What do Chinese do for a living?
1. Fyson, Nancy Lui and Greenhill, Richard. *A Family in China*. Minneapolis, MN: Lerner Publications, 1985.	Some food is rationed. Families mainly eat rice noodles, steamed bread, beans, onions, cabbage, eggs, fish, dried seaweed, and apples. Beijing (Peking) duck is a meat that is enjoyed on special occasions.	Most people live in the country side in communes. Nearly ⅓ of what the family earns comes from selling food grown in the garden.
2. The World Book Encyclopedia, Volume 3, Chicago, IL: World Book Inc., 1985	The main food in China is grain. Most eat rice. In the north, they eat bread, noodles, and corn. Many eat vegetables. Meat is a small portion of their diet and is eaten on special occasions. Soybeans, eggs, fish, and poultry are sources of protein.	Traditionally only men worked outside the home. Now most women have jobs. City dwellers work in factories and live in apartments or small communities. Rural people work many hours a day in communes. They go to meetings to decide how to split pay/profits.
3. Mason, Sally. *Take a Trip to China*, London: Franklin Watts Co., 1981.	Rice, very fresh vegetables, meat, fish, and steamed bread are the foods Chinese families eat. Duck is eaten on very special occasions.	¾ of all workers are farmers. More than ⅔ of the people live in the countryside and work the land. Some work in factories in the city.
Summary	Rice, grain, bread, and vegetables are the main dishes served. Duck and other meats are enjoyed on special occasions. Fish, poultry, and soybeans are the Chinese source of protein.	Most people work on farms. The farmers live in communes and split pay and profits. City dwellers work in factories and live in apartments.

Figure 6

DATA CHART

Questions / Sources	1.	1.
1.		
2.		
3.		
Summary		

Figure 7

Reading
(a)(4)(C) expand vocabulary

(a)(4)(D) identify the stated or implied main idea of a selection

(a)(4)(I) draw conclusions and make inferences

Instructional Objective

The teacher will provide a variety of selections from which the student can readily observe differences among poems, short stories, plays, novels, and nonfiction and to which students can apply basic literary terminology. The teacher will also provide selections from which the student can recognize and note cultural attitudes and customs. The teacher may incorporate the additional essential elements listed abcve at the appropriate times during instruction.

Learner Outcomes

The student will demonstrate a recognition of the major characteristics of the various forms of literature such as poems, short stories, plays, novels, and nonfiction as well as an increased understanding of older persons.

Instructional Resources

Poems

"Poem for My Father," Rick Tamplin

"My Grandmother Would Rock Quietly and Hum," Leonard Adamé

"First Lesson," Phyllis McGinley

"Do Not Go Gentle Into That Good Night," Dylan Thomas

"Old Age Sticks," E. E. Cummings

Short Stories

"Good-by, Grandma," Ray Bradbury

"Guess What? I Almost Kissed My Father Goodnight," Robert Cormier

"The Mustache," Robert Cormier

"A Secret for Two," Quentin Reynolds

Plays

The Leader of the People, John Steinbeck

The Jewels of the Shrine, James E. Henshaw

Novels

Queen of Hearts, Vera and Bill Cleaver

The Pigman, Paul Zindel

The Amazing Miss Laura, Hila Coleman

A Figure of Speech, Norma Fox Mazer

Nonfiction

Selections from *Growing Up*, Russell Baker

Suggested Activities

1. Presenting selections to be studied:

   The teacher should use a variety of media and modes including audiotapes, videotapes, recordings, films, reader's theatre, and guest speakers to present the material. For example, the school's drama class could videotape an informal performance of one of the plays listed for this unit, and the tape could be used by the English I classes. A radio announcer or an actor in the community could read the poems on tape. Several students in the class may be asked a few days early to prepare to read a play for the class.

2. Providing opportunities for reactions to literary selections:

   a. The teacher may lead the class in a question-answer discussion. The questions might ask for factual information about the characters or situation in the piece of literature (What age is the grandson in this story?). The questions may involve basic literary terms (What is the setting of this story?), new vocabulary words (What does *geriatrics* mean?), or new meaning for familiar words (What does the term *seniors* mean in this context?). Discussion may include information about the characteristics of different genres and recognition of the point of view from which selections are written (What limits does a playwright have that a short story writer does not have? What limits does a poet have?). The teacher might plan so that several questioning strategies are used and different learning styles of students are considered.

   b. The teacher may divide the class into small groups to work on a problem such as a one-sentence summary of "Good-by, Grandma." They can list specific ways the ideas in these selections relate to current commercial films. Small groups of four may research and debate a topic such as "Persons over 65 should be confined to special, separate communities."

   c. The teacher should ask students to react by writing:

      1) After reading from *Growing Up*, students may be asked to write a journal entry that ties the selection to a similar personal experience, creating an exercise in memory writing.

      2) Students may be asked to write so that the idea of a selection is used in another genre, e.g., *The Amazing Miss Laura*, a novel, would be written as a short play, or "Poem for My Father" would be developed as a short story.

      3) Students could assume the character from one selection and write a letter as that person. For example, one could assume the character of Jody's mother in *The Leader of the People* and write a letter to a member of the family living away, telling of her father's visit and the conflicts that became apparent during his visit.

      4) Students may write an argumentative discussion supporting their opinions with specific examples from the selection. An example would be to contend that the cultural views and attitudes held by young people in *The Pigman* about older persons and death and relationships between second and third generations are either accurate or inaccurate.

      5) Before they read *The Amazing Miss Laura*, students may be asked to do a prewriting exercise by reacting to one of the following dilemmas:

         a) Josie, the high school girl working for Miss Laura, finds the cook taking home to her family some of Miss Laura's ham. If you were Josie, how would you react? What would you do?

         OR

         b) Josie finds Michael, Miss Laura's nephew, taking an antique china platter from the cellar; he thinks he can sell it for a good price and Miss Laura won't even miss it. How would you react if you were in Josie's place?

         After students complete the novel, the writing activity can continue by comparing or contrasting views held before and after the reading.

Evaluation Strategies

1. The teacher could give short tests appropriate for evaluating students' knowledge levels or for evaluating their progress in reading and listening skills. For example, students may be given a vocabulary pretest before reading a particular selection. After reading and after discussion of pronunciation, meaning, and use in context, a posttest could be given.

2. The teacher could use oral evaluation activities such as discussion clusters or Learning Through Discussion (LTD).*

3. The teacher could ask for written discussion as a means for evaluating this unit of literature.

   a. Choosing from the selections read, students may write a discussion comparing or contrasting 1) two characters, 2) two writing styles, 3) two approaches or treatments of the topic of old age, or 4) the relative success of different genres for dealing with this topic.

   b. Students can write and react to one of the following statements, using specific details from selections that have been read:

      1) A believable plot makes one regard a story as serious and important.

      2) Realistic characters stimulate curiosity and imagination.

      3) An important and vital idea gives the reader something to ponder long after the story is finished.

   c. Using the following statement as a topic sentence, students should compose arguments employing specific details from all the selections read:

      "I think (Author 1) is more/less successful in helping us understand the problems of older persons than (Author 2). The author is more/less successful because his or her characters (or word choice, or compassion, etc.). . . . The author achieves this mainly through the use of. . . ."

   d. Students may be assigned a new, unfamiliar selection. After reading the selection, they are to compose a paper that includes the following:

      1) identification of the genre by giving specific characteristics; e.g., "This selection is a play written in dialogue form with stage directions and divided into scenes and acts. It has. . . ."

      2) 10 of the terms from the vocabulary list of literary terms they have been keeping

      3) many specific details from the selection to support their identification/choice

*William Hill, *Learning Through Discussion* (Beverly Hills, CA: Sage Publications, 1969).

General Information

Students

Informal Strategies of Evaluation

Evaluation methods and strategies will vary according to the language arts categories or combination of categories being assessed. In choosing the most appropriate method of evaluation, teachers must give careful consideration to the general objectives of the lesson.

For example, an English language arts lesson might have these general objectives:

1. Stimulate students' desire to:
   a. read independently
   b. read instructionally
   c. write
2. Enable and encourage students to:
   a. practice and develop oral communication skills
   b. express ideas on paper
   c. combine and apply all their reading, writing, and speaking skills in a meaningful activity
   d. feel success when reading, writing, and speaking

To accomplish the processes of reading and writing, students must be able to decode, use context and phonic analysis, comprehend main idea, select topics, generate ideas, develop writing skills, and apply the conventions of written language. Observation of students using these skills during language arts instruction is as valuable an assessment technique as formal testing.

The listed general objectives can be used as a guide to observe students for evaluation. The following questions are sample behaviors the teacher could look for when evaluating students.

Suggested Evaluation Questions

Reading

1. Was the student able to sustain independent/instructional level reading for a specified time?
2. Did the student demonstrate the use of context to gain understanding?
3. Did the student read with an oral/silent rate that fits the student's skills, selection difficulty, and purpose for reading?
4. Was the student able to answer varying cognitive levels of comprehension questions such as predicting, locating, organizing, remembering, and evaluating?

Writing

1. Did the student demonstrate to the best of his or her ability a competence in putting connected thought on paper?
2. Did the student engage in the steps of the writing process?

3. Did the student attempt to revise and edit?

4. Did the student write with clarity?

See pages 68-70 for more information on evaluating writing.

Spelling and Handwriting

1. Did the student attempt to use spelling aids such as dictionaries, spelling lists, or word keepers?

2. Did the student make logical attempts to spell words correctly?

3. Did the student write legibly?

Note: Spelling and handwriting should not be evaluated on students' first drafts.

Speaking and Listening

1. Did the student express his or her ideas with clarity?

2. Did the student to the best of his or her ability use the grammar of English effectively?

3. Did the student actively participate in and contribute to group discussion, or did the student exhibit off-task behavior?

4. Did the student listen attentively and courteously to speakers?

Balanced Grading

Evaluation for activities that rely on high degrees of oral participation should focus primarily on the ideas expressed and the individual's growth. This admonition is especially true for assignments that elicit personal feelings and descriptions. Teachers should strive to balance their grading. For example, teachers should balance the evaluation of mechanics with the evaluation of clarity of ideas expressed; they should keep the nature of the assignment in mind when deciding the proportion of the grade given to mechanics. Teachers are encouraged to look for individual growth in student's interest and ability to read, write, speli, and speak. Indications of growth would include more time on task, increased participation, and more complex sentence structure and would require a professional judgment based on the teacher's knowledge of the particular student. Informal observation enables the teacher to be sensitive to the needs of all students, including those with language or learning problems.

The key to an informal method of evaluation is individual assessment. Educators should make sound judgments based on the individual student's abilities and potential. The teacher's ability to select material and present it to all levels of students is essential. Students are more likely to produce quality work when they view the assignment as important, meaningful, and valued. Just as actors enjoy rehearsing for performances, students want to revise and edit when they realize their work has an audience.

The essential elements listed in Chapter 75 are the minimum skills required and should be expanded and integrated into the total curriculum. In addition, many of the essential elements cannot be evaluated by formal means of assessment-like tests, and teachers need to use informal evaluation procedures so that they will be able to document mastery without additional testing procedures.

Suggested Guidelines for Documentation

There are many possible ways to document informal methods of evaluation. For example, maintaining a folder of the student's work enables the teacher to see growth in an individual's reading and writing. Indications of growth may include advances in many areas. In reading, the student's reading level, fluency, comprehension, and general interest in books may grow. In writing, complexity of sentences, length and content of compositions, improved mechanics, and the number of words spelled correctly may increase.

Teacher observation is useful when determining participation grades. The teacher may keep an anecdotal record of the student's level of participation. For example, a shy student may have increased from zero or one statement per group discussion to four or more contributions. A periodic checklist serves as a quick reference to record levels of participation for group discussions. The teacher determines, based on the knowledge of the student's ability and potential, the grade to assign. Following is one example of this type of checklist for recording participation grades. The checklist can be as abbreviated as:

+ = 90-100 = A; ✓ = 80-89 = B; ✓- = 75-79 = C; - = 70-74 = D; U = 69 and below and can be recorded in the teacher's gradebook to reduce the amount of paperwork and recording.

For further discussion of documentation, see the Texas Education Agency publication *Documenting Mastery: An Inservice Presentation.** The Agency distributed copies of the publication to all campuses in Spring 1987.

Remediation and Reteaching

Reteaching and remediation are important parts of instruction. Throughout a daily lesson, the teacher should monitor student understanding. Such monitoring alerts both teacher and student to the possible need for remediation or reteaching. Instruction that provides student practice with teacher assistance before students work independently also helps to prevent student failures in understanding.

In addition, formal or informal assessment may identify some students who have not understood the concept presented. The teacher should then select reteaching activities that present the content in a new or different learning modality. If the initial instruction was primarily visual, the corrective activity might be manipulative. If the teacher used the deductive approach initially, the corrective activity might use an inductive approach. In this way, the student will gain a new perspective on the task.

Furthermore, if reteaching or remediation outside the initial time allotted in the lesson is necessary, Section 75.174 of the State Board of Education rules has provided for this possibility. Districts have the option to implement a variety of remedial programs to meet the needs of identified students. Remedial programs should provide instruction in specific areas of deficiency and additional time on task to enable students to master the essential elements for a subject or course. These students may best be served through special assistance in classes with lower student/teacher ratios, tutorials, summer school programs, or the options provided in the Board rules for alternatives to social promotion. Remediation should emphasize teacher-directed instruction and one-to-one teacher-student interaction based on the identified needs of the student. For young students, migrant students, and students of limited English proficiency, district administrators and teachers may design prekindergarten, kindergarten, and summer school programs and may adjust materials, pacing, and methodologies. Regardless of the remedial program chosen as best suited to the needs of the student, the regular classroom teacher and the teacher of the remedial class should coordinate their instruction so that the learning gains of the student will be applicable to the regular classroom. As in regular classes, districts should have procedures that permit the continuous assessment or monitoring of student progress. If students are not benefiting from the remedial programs in which they have been placed, other program options should be considered.

*Texas Education Agency. *Documenting Mastery: An Inservice Presentation*, Publication CU7 370 02. (Austin: The Agency, 1986).

Assigning the English Language Arts Grade for Grades 1-8

Elementary Level

To be promoted from one grade level to the next in elementary school, a student "shall attain for the year an overall average of 70 or above which is derived by averaging the final numerical grade for language arts, mathematics, social studies, and science," according to State Board rules. "In addition, a student shall attain an average of 70 or above in language arts and in mathematics." Because English language arts is composed of the categories of listening, speaking, reading, writing, and language, for promotion purposes, the grade assigned to the student should also reflect all of these areas.

For reporting purposes, a school district may list on students' report cards grades that reflect the district's philosophy. Other districts may list areas that merely reflect the curriculum taught. In many instances, patrons of the school district insist that there be certain grades on the card to show that schools are in fact teaching those particular areas of the subject. Handwriting and spelling are two of those areas. Even though a school district does teach handwriting, for example, if it is not listed on the report card, some parents may believe that it is not taught. Parents may not understand that subject areas such as spelling and handwriting may be incorporated within larger areas of the curriculum. Therefore, if school districts wish to continue the practice of reflecting the entire curriculum on report cards, they may do so.

For promotional purposes, the final grade assigned to a student should reflect all of the essential elements in English language arts. Although some instructors derive the grade from a combination of the areas of reading, language and composition, spelling, and handwriting, this is not rule. There are no rules as such to guide school districts in their determination of the English language arts grade for students in Grades 1-6. And deriving grades in this general manner does not truly reflect the total English language arts curriculum. For promotional purposes, listening and speaking should be included; reading should be a major part of the grade; composition and language should be another major focus of the grade; but handwriting and spelling, which are only small portions of the essential elements, should be a minor part of the students' grades.

School districts may assign different weights to each of the areas in determining the English language arts grade. If percentages were assigned to the language arts grade, they might ideally look something like this:

Primary grades:	Reading	60 percent
	Composition and language	20 percent
	Listening and speaking	20 percent
Intermediate grades:	Reading	50 percent
	Composition and language	40 percent
	Listening and speaking	10 percent

Teachers need not assign any numerical grade to handwriting. For reporting purposes, they may assign a grade of "Excellent," "Satisfactory," "Unsatisfactory," "Needs Improvement," or any combination thereof, to this area of the English language arts program.

Ideally, grades recorded on report cards should be the same as those used for purposes of promotion. But if for various reasons they are not, the report card or an attached note should indicate how the grade that determines whether the student is promoted has been averaged.

Middle School/Junior High School Level

For promotional purposes, in Grades 7 and 8, the English language arts grade is to be derived from the categories of writing, language, literature, reading, and speaking and listening—the five areas that comprise the English language arts essential elements at these grade levels. School districts may assign different weights to the areas in determining this grade. If a student is required to take the state course Reading Improvement because he or she is reading below grade level, that course is also to be included in determining whether the student is promoted to the next grade level. Because English Language Arts is a one-unit course and Reading Improvement is a one-unit course, they both should count equally in computing the grade. Other reading courses, even though they may be required by the school district, should not be averaged into the grade.

Following is an example of how English language arts grades might be weighted:

English Language Arts, Grades 7-8:	Composition and language	40 percent
	Literature and reading	40 percent
	Listening and speaking	20 percent

If grades recorded on report cards are not the same as those used for purposes of promotion, the report card or an attached note should indicate how the grade that determines whether the student is promoted has been averaged.

Staff Development

Although rigorous standards are established by colleges and universities in the preparation of English language arts teachers, the teaching profession has always recognized that teacher training does not end with the granting of a degree and certification to teach. Teacher training should be seen as a continuum, with the preservice teacher, the beginning teacher, and the professional teacher at different points in the progression and having different needs. For these reasons, public school educators should include staff development as an essential component of their operation, selecting as goals the specific behaviors needed by teachers and planning inservice training to put them into effect.

Research has provided a considerable body of knowledge about teacher behavior. Studies in classroom organization and management as well as in the systematic teaching of basic skills have shown that specific observable teacher behaviors do have a positive effect on student learning. While these findings are not foolproof recipes for teaching, they certainly can be guidelines for increased effectiveness. According to research,* the effective teacher:

- plans and prepares for class
- actively presents the lesson
- interacts with students in a situationally appropriate manner
- conducts practice over new material
- monitors seatwork
- holds students responsible for assignments
- plans rules and procedures
- actively presents rules and procedures
- holds students responsible for behavior and
- reacts to students' behavior consistently

Although modification in teacher behavior has been shown to have a positive effect on student learning, resistance to change often prevents this modification from occurring smoothly. This difficulty has itself been the subject of educational research, and as a result, strategies have been identified that will be more likely to help staff developers facilitate teacher behavior change. Those responsible for inservice training, the research concludes, should realize that implementation of change needs to be made on an incremental basis without too much disruption or extra work. No new program will be implemented uniformly; teachers will adapt the program as they work to effect changes in their individual settings.

The following is a list of staff-developer practices found to be effective:**

- Focus on teacher behaviors.
- Identify specific, concrete resources and available technical assistance.
- Provide teachers with opportunities to interact with one another about teaching and schooling.
- Provide teachers with opportunities to observe one another and to discuss what was observed.
- Provide teachers with opportunities to plan together.
- Provide teachers with opportunities to implement their plans.

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*Susan Barnes, *Synthesis of Selected Research on Teaching Findings* (Report No. 9009). (Austin: The University of Texas at Austin, Research and Development Center for Teacher Education, 1981).

**Sara Edwards, *Changing Teacher Practice: A Synthesis of Relevant Research* (Report No. 9008). (Austin: The University of Texas at Austin, Research and Development Center for Teacher Education, 1981).

- Diagnose specific regularities such as pull-out programs, lunch schedules, all-day testing, and the length and time of the school day.
- Diagnose individual stages of concern of teachers.
- Address school and classroom regularities and teachers' concerns in formulating inservice activities.
- Include the building administrator in activities designed to help teachers be more effective.
- Work with teachers on adaptation of teaching strategies according to the characteristics of students, the classroom, and the school.
- Provide in-classroom technical assistance (e.g., coaching) to teachers.
- Link teachers to technical assistance outside the immediate school environment and provide concrete resources.
- Provide teachers with feedback that is objective, concrete, and focused.
- Provide consistent, ongoing assistance to teachers.
- Adapt staff-development behavior according to personal and organizational characteristics of users.
- Use teacher time to deal with teacher problems, issues, and concerns.
- Communicate expectations clearly and precisely.
- Interact with teachers in friendly and positive ways.
- Provide teachers with evidence that teachers can make a difference in student outcomes.
- Demonstrate knowledge of effective teaching as revealed by research.
- Engage teachers in problem identification, solution formulation, and testing activities.
- Reflect upon the effects of a teacher's behavior and use that reflection as a basis for decisions about maintenance or modification of that behavior.

Staff development that differentiates needs of individual teachers within the framework of the school's needs can improve classroom practices and increase student learning.

Special Student Populations and the English Language Arts

Introduction

The term *special populations* includes students with a wide variety of characteristics. Some of these students are from migrant families; some are gifted and talented; some are limited in English proficiency. What these students share, despite their differences, is a need for diverse approaches to instruction in the classroom. For one reason or another, regular classroom strategies are sometimes inadequate for them. Curriculum modifications for these students have much in common. Such modifications are strategies for good teaching that would benefit any student. For example, varying the method of instruction, adding personnel to achieve a one-to-one relationship, and changing the pace of presentation are all types of modifications teachers might use to meet individual student needs. For reteaching and remediation of a special education student, a teacher might employ the same strategy—breaking up a unit into smaller, sequential steps, for example—that might also meet a migrant student's identified language needs. For this reason, repetition necessarily occurs in the discussion of modifications in the following sections.

Some students need a concentrated effort that uses extensively one or more curriculum modifications specific to their needs. These students may have a handicap, may speak a language other than English, may be in difficult economic situations, or may experience language deficiencies or chronic underachievement. Developing modifications tailored to the specific situation of these students challenges any instructional staff.

Administrators, curriculum supervisors, and classroom teachers may find it helpful to use this section, Special Student Populations and the English Language Arts, as a pool of suggestions of teaching practices widely held to be effective for most students. They can also use individual sections as a reference for specific suggestions as they identify and serve students with individual needs.

Goals

One major goal of an education program is to provide all students with appropriate opportunities to grow to the full extent of their abilities. Prior to the Texas curriculum reform of the mid-1980s, some students received remedial instruction that, in many cases, was isolated, fragmented, and unrelated to the regular instructional program. Consequently, many students were unable to maintain steady progress when returned to the regular program of instruction.

The state-mandated curriculum now requires a process that ensures a well-balanced, single curriculum of instruction for all students regardless of identified need or condition. Students with identified instructional needs may vary in academic ability and language proficiency. Regardless of their level, however, students with identified needs are provided instruction in the same essential elements as are general education students.

As soon as teachers observe that student performance is inadequate, they should consider whether the use of curriculum modification strategies might help the student in the regular classroom. Even if students are progressing at a normal pace, strategies to vary methods of presentation, use additional personnel, and modify forms of assessment can make teaching and learning more effective. If this modification of instruction does not fully meet the students' needs, then the teachers should investigate the available special and alternative programs and practices.

Special program personnel and regular instructional personnel are jointly responsible for the cooperative delivery of effective instruction in the essential elements. School district programs for students with identified needs should modify the method of instruction, pacing, and materials, as appropriate, to provide full opportunity for learning the essential elements.

Special Education

Many handicapped students may be able to fulfill the language arts requirements on the same basis as their nonhandicapped peers, or they may use appropriate options such as modified content, methodology, evaluation procedures, personnel, setting, and materials. The individual educational plan (IEP) developed by the Admission, Review, and Dismissal (ARD) committee is the district's official record of services and instruction needed to ensure the handicapped student an appropriate education. The IEP lists any modifications necessary for satisfactory progress in language arts and designates whether the instruction for the handicapped student is delivered in regular or special education classes. School district procedure directs how the IEP modifications are communicated to the regular and special education personnel responsible for implementation and how evaluation is to take place. Generally, the inability to perform without modification can be attributed to one or more of the following limitations that result from the handicap:

- physical—affects motor coordination, causes fatigue and frequent absences; e.g., a student with cerebral palsy (orthopedically handicapped—OH) may have problems with motor coordination
- sensory/perceptual—affects visual or auditory reception and/or expression; e.g., a learning disabled (LD) student may have problems with visual perception
- cognitive—affects receptive and/or expressive communication skills as well as thinking and reasoning skills; e.g., a mentally retarded (MR) student may have problems with abstract thinking
- emotional—affects behavioral and social skills; e.g., an emotionally disturbed (ED) student may require more structure

The Special Education Support System

As one of its functions, the special education program can reinforce, follow up, or supplement basic instruction in an effort to help handicapped students achieve success in the regular classroom. Special education support systems can:

- provide alternative methods to present the materials to be learned
- supply supportive instruction and reinforcement using the same materials as regular teachers
- provide special instructional materials or media to reinforce concepts presented in regular classes
- furnish adaptive methods to assess a student's knowledge of the subject area or essential elements in the regular classroom
- assist in determining and demonstrating appropriate behavior in the regular classroom
- supply additional personnel support such as:
  - helping teacher or aide in the regular classroom
  - resource teacher in another location where the student can receive additional help
  - special education diagnostician, supervisor, or special education director

Providing for the Individual Needs Of Handicapped Students

When handicapped students are placed in regular classes for language arts, the regular teacher can expect to be given specific information about individual students' skill levels and the modifications needed. In general, handicapped students' disabilities may result in their experiencing difficulty in specific areas such as:

- decoding written language (basic reading skills)
- reading comprehension
- oral expression
- listening comprehension
- written expression

Often the student will have problems in one of these areas and not in the others. For example, a student may easily read aloud a passage from the grade level text but not be able to answer comprehension questions about the passage. Or, a student might be able orally to tell the sequence of events in a story but has problems when asked to write the sequence down.

The teacher should evaluate the students' performance in these areas as it relates to the requirements of the specific course. Some indicators that physical, perceptual, cognitive, or emotional problems are affecting a student's ability to master language arts skills are that the student:

- has difficulty copying from the board
- skips lines or words when reading
- does not organize a task to facilitate its completion
- prefers to tell rather than write about something
- does not make appropriate inferences from a story
- is confused about the sequence of events after reading or hearing a story
- is not able to make reasoned choices; guesses at answers
- has difficulty determining left from right
- does not indicate knowledge of spatial relationships such as directions and location
- does not discriminate differences or similarities in letter shapes
- does not employ problem-solving strategies; often uses random, trial-and-error approaches to tasks
- reverses written letters; i.e., instead of "bed," writes "deb"
- loses place in book or on worksheets
- displays distortions in handwriting (letter size, shape)

- has a short attention span
- exhibits impulsive, erratic behavior
- perseverates, exhibiting characteristics such as frequent repetition of a word accompanied by the inability to formulate a new sentence or word

For handicapped students exhibiting such problems, the IEP may specify certain modifications to be used in the regular classroom with or without special education support. These could include modifications in methods of instruction, materials, or evaluation procedures. Even if not dictated by the IEP, the regular classroom teacher's observation of the handicapped student's needs may indicate that the following adjustments, which can be reasonably managed in the regular class, would enable the handicapped student to participate successfully in language arts classes. These same modifications could be helpful in teaching nonhandicapped students experiencing difficulties in the language arts.

Modifications in Methods of Instruction

Teachers may find it helpful to:

- provide learning activities that use several channels of communication such as written, oral, and tactile. For example, young children learning a letter sound or a sight word might say it with the teacher, write it on paper, and write it with their fingers in sand.
- allow the student to give a book report orally instead of writing it
- provide correctly completed examples
- group similar items or problems; for example, spelling words that use the same phonetic rules
- allow more time for regular assignments
- reduce the length of regular assignments
- break assignment into a series of smaller assignments, miniseries, or units
- underline or outline major points in the regular assignments. For example, when teaching a sequence of events, underline the main idea in each paragraph of the selection.
- include pictures and illustrations whenever possible
- color code important words or symbols. For example, when teaching the differences in similar letters such as **b** and **d**, color the parts of symbols that are different.
- allow the use of physical props and aids such as a ruler for students who skip lines when reading

In clarifying course assignments, teachers may wish to:

- repeat instructions; provide more detailed instructions
- use individual contracts with specific requirements
- provide a course syllabus or outline
- use individual learning packages with clearly stated objectives

- brief students on key points before starting an assignment
- give instructions through several channels such as written and oral
- when assignments are written on the board, also give the assignment orally and allow students to tape record it

Teachers may also use alternatives to written and reading assignments such as:

- hands-on activities, physical assignments, and performances. For example, when teaching spelling, have students paste cut-out letters on the board or wall to practice spelling words.
- oral presentation, reports, and projects

Teachers may also provide students with alternative methods for completing assignments. They may:

- use peer or older tutors to assist handicapped students in practice and drill activities
- provide teacher aide assistance
- use group assignments such as projects and panels
- have other students read the assignments to poor readers and write down the directions for homework assignments

Modifications of Materials

Teachers may find alternative materials that supplement the regular text and workbook helpful. They may:

- use high-interest, high-motivation materials
- use different format materials to teach the same content such as puzzles, games, tapes, pictures, and audiovisual aids. For example, show the movie version of a reading selection so that students' understanding of the plot serves as an aid in reading a difficult reading assignment.
- borrow, share, and acquire remediation or reinforcement materials from other grade level teachers and from the special education materials collection
- provide study aids such as hints, cue cards, color coding, spelling lists, and guides
- provide materials that are programmed or self-checking
- retype worksheets so that there is more space between sentences

Modifications to Evaluation Procedures

In assessing identified students' needs, teachers may:

- change number of questions asked
- allow open-book exams
- allow more time for or reduce the length of regular exams
- write out hints or reminders on the test
- give the exam orally or on cassette recorder

- use fill-in responses for word or definition questions with a space provided for each letter of the answer
- write down test item responses for the student
- give take-home tests
- substitute assignments for tests
- allow a peer, teacher aide, or volunteer to administer tests individually
- provide lists of multiple-choice test responses
- grade tests according to number correct out of number attempted
- devise methods of testing specific skills areas, without allowing weaknesses in other skills such as written expression to interfere. For example, use projects such as posters and charts, drawings and illustrations, flannelboard designs, shoebox panoramas, or other models, constructions, and collections, rather than written answers to demonstrate mastery.

Modifications Needing ARD Committee Decisions

The modifications discussed above can be implemented by a teacher whether or not the ARD committee has specifically indicated the need for such a modification. However, some modifications may only be made at the direction of the ARD committee. These include modifications of the content of essential elements and modifications of mastery level or grading. In other words, if the essential element is to "produce simple, compound, and complex sentences," the teacher may assist a handicapped student by teaching short simple, compound, and complex sentences but may not choose to teach only simple sentences. Omitting compound and complex sentences changes the content of the essential element. Likewise, in testing for mastery of this essential element, the teacher may develop a test that has fewer items for the handicapped student to read but must include items that test all three types of sentences.

Modifications of content or mastery level are prohibited because they have the potential to deny the handicapped student access to the essential elements of the curriculum. Adjustments may be necessary in the case of some handicapped students in order to concentrate on those essential elements that the student has the ability to learn or that are determined to be necessary for that particular student. Such decisions should be made by a group through the ARD committee.

Gifted and Talented Education

The basis of programs for gifted students is that, regardless of content area, program planners differentiate the curriculum from that used in the regular classroom. This does not imply that the curriculum is "different," but rather that it accelerates, expands, or enriches the regular curriculum to suit the needs of the gifted learner. This is in keeping with Title 19, Chapter 75 of the Texas Administrative Code, which suggests that districts use these techniques when modifying the curriculum for gifted students.

Differentiation of the curriculum takes place in three areas. A differentiated curriculum contains:

- in-depth content studies, which are joined with sophisticated
- process skill development, to result in
- sophisticated product development

This blending of content, process, and product is critical for full development of a truly differentiated curriculum for gifted students. Some examples will clarify this concept.

One of the essential elements that is repeated throughout the English language arts curriculum deals with development of fluency in using oral language to communicate effectively. In Grade 4, a teacher might link this essential element with the one stating students should be able to "speak to accomplish a variety of purposes." An activity for a gifted class might challenge the students to list all the possible questions that might be asked of characters in a story. Students could then assume the roles of the characters and with a partner answer the questions. Roles could be reversed so each student has the opportunity to both interview and respond to the questions. This activity would teach students about the concept of point of view as they portray different characters in the same story. Other advanced process skills would involve the use of interviewing techniques. A sophisticated product could be developed from this if the students follow up their interviews by writing articles about them for a children's magazine.

Besides providing reinforcement of several of the English language arts essential elements, this activity would also allow students to practice higher level thinking skills as they apply the essential elements to a specific activity and synthesize the information into an oral and written interview. Additionally, creative thinking skills would be encouraged as the students imagine themselves to be the storybook characters and try to think as the characters would.

The same English language arts essential elements could be used to develop a project for Grade 7 students. Students could learn to use oral language effectively and to write for a variety of purposes and audiences by developing an idea for a product to advertise on television. Students would then decide on specific target audiences such as the 18- to 25-year-old age group of homemakers or the 50- to 65-year-old age group. They would then list the attributes of the product they wish to sell and write a one-minute commercial to persuade the target audiences to buy the product. By reviewing several of the commercials in class, students will see how different audiences respond to different stimuli. Both critical and creative thinking skills will be practiced during this activity.

English language arts also provides an excellent opportunity for multidisciplinary studies that are particularly popular with gifted students. A good example is in Grade 7 when students study both Texas history and the concepts and skills related to literary traditions of cultural groups. Students could study the different groups that settled Texas in their social studies class. Students could then increase their research and study skills by examining primary sources created by the different groups. Such sources would communicate with a sense of immediacy information about the different cultures that settled Texas. They could compare and contrast the stories and legends of the Native American and Hispanic populations as well as those of European settlers.

Clearly, English language arts provides numerous opportunities to develop higher level thinking skills in students. By the secondary level, students who have participated in gifted programs should be able to use their experience and knowledge to develop sophisticated products. As an example, Grade 12 students might compare the historical plays of Shakespeare to those of Christopher Marlowe and determine which author is more historically accurate. Eleventh grade students studying American literature might compare the attitudes expressed in Jonathan Edwards' sermon "Sinners in the Hands of an Angry God" with those in Arthur Miller's play *The Crucible*. These examples encompass a cumulative understanding of the spectrum of essential elements in the English language arts curriculum and also offer the student the opportunity to reach the highest levels of Bloom's taxonomy—analysis, synthesis, and evaluation—by requiring these skills.

The instructional program for gifted students should begin as early as possible, preferably in prekindergarten or kindergarten. Gifted students arrive at school gifted and should not have to wait until Grade 1 to receive an education commensurate with their abilities. Because of the richness of the language arts curriculum, district educators have ample opportunity to develop such a program. They can take advantage of the process skills presented in the curriculum and the content area itself to ensure students a wide variety of activities. These rich and diverse activities will help constitute an education that is appropriate for the students' potential.

Special Programs

Compensatory Education

Compensatory instruction is targeted for students who are having academic difficulty in English language arts, mathematics, science, and/or social studies. Other students who may require remedial or compensatory instruction include migrant students, students who speak a language other than English, and prekindergarten or kindergarten children who have been identified as having developmental needs.

Compensatory instruction should extend and reinforce the regular program of instruction. Instruction for students in the remedial and compensatory categories should be:

- based on each student's functional instructional level
- modified as necessary to accommodate methodologies, pacing, and materials
- designed to teach the essential elements

Many reasons exist why students may need special assistance to master the language arts curriculum. Some students may need assistance only with a single concept or skill, while others may be functioning significantly below the age or grade level of their peers. When reading or English language arts teachers observe that students are not succeeding in the instruction provided, they should initiate modifications in learning styles and materials as well as other changes.

General Principles of Modification

Teachers of students with identified needs should:

- assess language proficiency, if necessary, to determine program placement in the appropriate language for instruction
- determine instructional placement in materials to ensure that instruction is provided at the ability level of the student
- identify specific skill needs to ensure that instruction is directed toward specific skill and concept deficits
- identify specific learning modalities and styles
- identify alternate instructional strategies
- determine the appropriateness of the literature text in terms of readability level; compare this to student's reading level
- determine what experiences the student brings to the reading passage and capitalize on those experiences

Modification of Method, Personnel, and Setting

Special remedial and compensatory alternatives are available to help teachers implement options such as tutorials, special teachers to provide additional time on task, reading improvement courses, locally developed study skills courses, coaching, summer school, and counseling. The regular teacher and any other special teacher who provides remedial or compensatory instruction in addition to instruction in the regular classroom should coordinate instructional activities using a team approach.

The regular teacher and any special personnel involved in the compensatory education program cooperatively should work to:

- determine each student's instructional level and identify specific skill needs
- jointly design and implement lesson plans

The classroom teacher and any special compensatory personnel may also:

- adapt or modify instruction based on continuous assessment of student progress
- use small group instruction for students with same skill needs
- limit independent activities to shorter periods of time
- ensure close monitoring of practice activities to prevent repetition of errors
- use concrete activities to teach skills and concepts
- reinforce reading skills in which students have been diagnosed as deficient using activities that promote:
  - understanding of reading and literature vocabulary
  - following directions
  - reading, understanding, and drawing conclusions
- use cross-age tutors, adult tutors, and peer tutors for one-on-one reinforcement
- provide coaches such as adults and teachers to serve as mentors

Modification of Materials

To meet special needs, teachers may also:

- secure multilevel materials that incorporate the essential elements for the unit or course of study
- develop or obtain multimedia materials and equipment to accommodate different learning styles
- provide computer-assisted instruction for independent drill and practice activities

Bilingual Education

Every school district is responsible for providing all students an English language arts program that includes the essential elements of oral communication, reading with comprehension, composition, and the mechanics of language. Students of limited English proficiency (LEP) will need to receive instruction in language arts as a subject as well as language as a medium for instruction in required subjects other than language. Administrators should provide a quality language arts program that develops expanded meanings of language, builds vocabulary, and teaches word recognition and comprehension techniques to both LEP and native English-speaking students. English-speaking students in the regular classroom have acquired prereading and basic reading abilities they can add to the specific requirements a language arts program demands. Therefore, these students have a good start in attaining a mental framework upon which to establish the additional competencies needed for successful reading in a language arts program.

On the other hand, the LEP student who is struggling to speak, read, and comprehend the English language will have few, if any, of the preskills necessary for academic success in language arts. The reading requirements are often extensive and unrealistic, and these students' comprehension of the abstract concepts basic to much reading comprehension is minimal. Success in mastering language arts concepts is possible only to the extent that the LEP students have acquired the basic oral profi-

ciency and reading skills, specialized abilities, and knowledge demanded in the content area. To ensure that a quality English language arts program is provided for LEP students:

- instruction must include all the characteristics of a quality English language arts program for native speakers of English
- administrators must provide this program through required bilingual education or English as a second language (ESL) programs

Transferring Skills Between Languages

Transfer is the process of connecting prior learning to present learning. Bilingual education as a mode for teaching English language arts is based upon the positive transfer process whereby original learning in the primary language boosts comprehension and retention of information given in the course of English instruction.

Recent research on effective schools includes Effective Teaching Practices (ETPs) in the areas of:

- teaching strategies
- time on task
- feedback techniques
- learning climate

Enumeration of these strategies as they affect LEP students provides administrators and teachers with some important indicators of the quality of the programs they are directing. Teachers and administrators should be aware that:

- teachers need to provide information in a way that is clearly understood. For the LEP student, this means that instruction may need to be given in the student's primary language and through ESL.
- appropriate variations of instructional strategies increase the probability that students will master, retain, and transfer knowledge and skills. LEP students are best able to absorb knowledge through the language they know. Therefore, their English proficiency is strengthened through ESL until English becomes an appropriate modality for learning the language arts essential elements.
- teachers should differentiate instruction for LEP students according to their entry-level language skills
- students understand complicated concepts by transferring known language competency to English and by developing conversational language abilities to abstract academic levels

When they are acquiring English language skills and simultaneously receiving reading instruction in print as well as orally, LEP students should concentrate on developing these basic competencies:

- word recognition techniques to build reading vocabulary
- comprehension of phrases, sentences, and expressions peculiar to reading instruction, syntax and grammar, and speaking skills
- ability to organize and sequence information logically
- ability to follow specific oral and written directions

A LEP student would have difficulty learning to speak, read, and write a second language while simultaneously trying to comprehend complex reading passages. Therefore, a teacher specializing in language arts must consider two relevant and basic questions:

- How much prior skill and knowledge of the field does the student possess?

- How effectively is the student able to read the passages assigned?

Unless the student has significant prior skill and knowledge and can effectively read the text, modifications of the language arts curriculum will be necessary.

Modifying the Language Arts Curriculum for LEP Students

Educators employ two distinct programs, Bilingual Education and English as a Second Language (ESL), to modify the general education program to teach English language arts to students limited in English proficiency (LEP). A bilingual education program makes use of a LEP student's native language as well as English. An ESL program uses the second language, English, as the medium of instruction along with adaptive methodologies. The instructional staff should assess LEP students' language abilities to determine which language should convey the content of the course. The selection of the appropriate medium is dependent on the language strengths and maturities of LEP students.

LEP students fall into three basic categories. The first is comprised of those who understand and speak English with some adequacy but who have not yet learned to read and write well in English. They will have more success in learning language arts concepts through oral and visual methods until reading comprehension in either language develops. A second is those students who are literate only in their native language. For these students, teachers should make subject matter available in the written forms of their native language to enable them to keep pace with their English-speaking peers in course content. A third type of students may speak little English and have only speaking and no reading skills in their native language. For them, teachers should present the material orally through ESL techniques. After the LEP students' language characteristics have been determined, teachers can identify the appropriate instructional methods, materials, and pacing necessary to ensure mastery. Further guidance on the process of determining the students' best language of instruction can be found in *Guidelines for Language Usage in Bilingual Education and English as a Second Language Programs*, Texas Education Agency Publication AD6 320 01.

General Principles of Modification

In a bilingual education program, teachers provide the regular curriculum through dual language use to meet students' academic needs. They modify the instructional program by altering the language in which the content is conveyed; however, they would not alter the scope of the curriculum in a bilingual education program.

District planners should design their curriculum to ensure mastery of the English language arts essential elements. The curriculum that results from a dual language program should:

- emphasize acquisition of basic skills
- foster the critical thinking process
- stimulate continuous reorganization of previously learned ideas
- encourage further investigation of the information presented
- use multiple learning styles

Bilingual- or ESL-certified instructors may also form teams with personnel on emergency teaching permits to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs in accordance with State Board rules.

In other specific modifications appropriate for teaching the essential elements, teachers may include instructional strategies with the following objectives:

- to help students build card files on needed vocabulary
- to show the same information through a variety of visual aids

- to encourage students to underline key words or important passages in written student assignments
- to teach vocabulary helpful in grouping words, language arts concepts, and techniques into meaningful categories
- to pair students for team learning
- to teach English expressions and colloquialisms
- to teach prefixes and suffixes peculiar to the English language
- to develop and translate meanings through the language arts materials and context rather than providing mere translation in the vernacular which does not guarantee the same meaning in the native language and often creates confusion

Further, instructional personnel should be alert to language and concepts that may be unclear in materials used because of cultural differences.

Modifications in Pacing and Teaching Strategies

The LEP students' program must be paced according to language and academic abilities. Teachers should give consideration to the progression of language development: listening, speaking, reading, writing. They may make modifications in the language of instruction in accordance with each student's language ability, a factor that also should govern pacing of instruction. In an ESL program, pacing modifications concentrate on vocabulary and concept development; in a bilingual program, dual language instruction concentrates on a process approach to the content area. Instructional personnel should carefully investigate course selections and placement at the students' instructional levels in textbooks. Additional modifications may include the following:

- to explain special vocabulary terms in words known to the students
- to write shorter and less complex sentences
- to assign short homework tasks that require reading
- to teach the words that signal sequence
- to check understanding of written language that may convey complex concepts
- to rewrite story problems in simpler English by using shorter sentences and pictures
- to teach new vocabulary in each day's unit and to review terms already mastered
- to tape short stories for independent listening assignments
- to de-emphasize speed and emphasize accuracy of reading
- to help students organize their materials, set realistic goals, and develop independent study habits

Modifications of Materials Needed

All materials, whether state-adopted textbooks in Spanish or English, teacher-made lessons, or district-developed aids to instruction, should be modified to meet the students' academic needs. Administrators and curriculum supervisors might encourage classroom instructors to:

- provide numerous pictures to illustrate new words
- offer a variety of reference materials at the student's instructional level for independent use
- keep a variety of word games to be played by pairs of students or small groups

- use cartoons and leave the bubbles above the speakers blank to be filled in by the students
- have students prepare glossaries of reading terms
- use drawings to identify concepts and relationships
- maintain a library of supplementary reference books, workbooks, and other materials that are written in simple English and that offer additional reading samples that are well illustrated
- provide films, records, filmstrips, and other materials that may be used independently or in small groups
- help students improve writing skills by highlighting transitional devices used in writing samples
- use pictures and other visual aids to assist in comparison and contrast for comprehension of concepts

Migrant Education

Modifications appropriate for gifted and talented, compensatory, and bilingual students are also frequently appropriate for migrant students. Some migrant students will be limited in English proficiency (LEP), some will be in need of compensatory education strategies, and some will need curriculum enrichment. Whatever their individual needs, however, the unique characteristic of migrant students as a group is high mobility. That mobility signals to administrators and teachers alike that additional modifications of the instructional program may be necessary to keep these students performing on grade level.

Migrant students move and live primarily in agricultural settings. Their high mobility may cause them to have received piecemeal instruction from several schools. Migrant students may attend school part-time, from six to seven months, or they may attend school for the full year but still have gaps in their education due to high mobility. In a conceptual framework such as the one employed by the language arts curriculum, where essential elements spiral from simple to more complex tasks built on a basic foundation, migrant students must be exposed to the total language arts process rather than just bits and pieces of the curriculum.

Effectively teaching the English language arts to migrant students challenges administrators and teachers alike. Prior to making modifications, the instructional staff should assess the student's areas of strength and weakness and should examine student information to determine an appropriate educational plan. Thorough, careful analysis and diagnosis are needed to determine the exact nature of migrant students' needs. The district must assess whether identified needs are due to:

- lack of experience
- lack of time on task
- need for remediation

An accurate assessment will have implications for the content of the curriculum, methods of instruction, and the direction of the program designed to meet migrant students' needs.

A useful source from which the district may extract vital academic information concerning the mobility patterns of individual migrant students is the educational record of the Migrant Student Record Transfer System (MSRTS). This record reports the results of the Texas Educational Assessment of Minimum Skills (TEAMS).

For the migrant student in Grades 9-12, the record reports language arts courses taken, partial work for incomplete courses, and TEAMS scores. By using the information on the Educational Record, the teacher can ensure the continuity of instruction for migrant students by determining the student's instructional level as well as any skill and/or course deficits. Where migrant counselors are available,

they provide a useful resource in helping to place migrant students in the appropriate language arts coursework in their new schools. By reciprocating in providing information to the MSRTS when a migrant student leaves, the teacher can assist others in this effort. Teachers of migrant students should be aware that:

- the students' skills may be based in another language
- assessment for proper language to convey course content is crucial to migrant students
- student achievement may be difficult to evaluate accurately until language assessment is complete

After examining the students' records, conducting informal inventories, and determining areas of need, instructors must make decisions regarding how best to meet the needs. They might explore diverse instructional techniques and strategies such as additional time on task, intensive language instruction, native language instruction, and computer-assisted instruction. Instructors can also intensify learning by providing extra classes, tutoring, and lowering student/teacher ratios.

General Principles of Modification

The following suggestions are recommended to address appropriate instructional strategies for migrant students. Teachers might:

- assess the students' language arts skills through informal testing. If remediation is needed in certain skills or areas, teachers may tailor instruction to cover those skills first while incorporating other on-grade-level concepts that students already comprehend. If testing demonstrates on-grade-level competencies, teachers may advance students to the level at which they will be challenged.
- adjust teaching to learning styles
- for elementary students, build independent reading units that can be rearranged as needed to cover areas that have not been taught
- use the agricultural environment as an experiential base for relevancy to the student's language arts development. Teachers can gear stories and writing toward travel, farming, harvesting, canning, and other activities and experiences well known to the migrant.
- build on oral language skills. Many migrant students may be well versed in oral storytelling.
- make generous use of concrete objects for language development at all levels and incorporate as many modes of instruction as possible. An eclectic approach to teaching best accommodates all types of learners.
- check mastery of language arts concepts and skills in a variety of ways. Oral responses, drawings, and physical action are some suggested methods in addition to the traditional written tasks.
- obtain the help of other content area teachers to assist in the teaching of language arts
- use tape recordings and visuals to help expedite mastery of language arts skills
- use prereading guides to help students focus on the main idea of selections
- provide more intensive time-on-task instruction by using teacher aides, tutors, parents, volunteers, and/or reading resource rooms
- provide instructional packets that are self-paced and identify community resources to help complete these packets after school or on weekends. Such units can be useful for both remedial and gifted migrant students.
- provide mentors for gifted students who show ability and interest in particular language arts areas

- establish a buddy system for completion of assignments; companionship in the learning process is especially effective for migrants who often feel uncomfortable in a new environment
- listen to students' vocabularies and use their words to explain concepts
- as instruction progresses, help students apply, synthesize, and evaluate literary skills and concepts they have already mastered.

Modification of Pacing

Modifying the pace of instruction may prompt teachers to:

- use an eclectic approach that incorporates the four language arts skills—listening, speaking, reading, and writing—to make learning a holistic process that is enjoyable to students
- use small groups and learning centers to differentiate instruction and to allow for individual pacing
- use tutors such as peer tutors, parents, teachers, teacher aides, and others to work in small groups or on a one-to-one basis to supplement instruction
- provide computer-aided instruction for remedial and enrichment purposes
- break instruction into small units that allow for frequent assessment and move forward as rapidly as is prudent
- instill into migrant students a sense of the urgent importance of education
- analyze the language arts processes to see if any short cuts are possible

Pacing is especially important for gifted migrant students. Their experience should form a foundation from which an understanding of the essential elements can be rapidly expanded.

Modification of Materials

Teachers may:

- use supplementary materials with suitable reading levels whenever appropriate
- provide language arts materials that relate to the migrant experience; for example, materials dealing with farming, ranching, pesticides, fertilizers, and marketing could hold students' interest
- provide bilingual and/or ESL materials whenever appropriate especially when instructing LEP migrant students
- provide ample materials for independent study projects
- use visual aids to stimulate language development

In summary, to plan effective language arts programs for migrant students, instructional staff members must make careful analysis of the district's migrant population and determine its needs. They must make appropriate modifications that will enable these students to develop competent skills in all areas of language arts and to become confident users of the English language.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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